

Great Heath Academy's English Curriculum

Intent

We believe that teaching a child to read and write will provide them with a lifelong skill and unlock future learning and opportunities. The skills of reading and writing go hand in hand. In order to read children need to learn the mechanics, decoding, and the skills to understand what they have read, comprehension. Similarly in order to write children need to learn the skill of how to write and form letters, words and sentences as well as develop the vocabulary and imagination to create an interesting piece of writing.

Learning to read (the mechanics)

Children begin their reading journey in Nursery where they focus on:

- environmental sounds
- instrumental sounds
- body percussion
- rhythm and rhyme
- alliteration
- voice sounds
- oral blending and segmenting

The skill of hearing individual sounds in words and understanding rhyme is vital to future reading success. The phonics journey carries on in Reception and Year One, through Storytime Phonics. The Phonics Fairy introduces phonemes through high quality picture books. This is delivered daily in a whole class or group setting. Children practise reading words and sentences to build accuracy and fluency. As children become fluent readers they rely less on sounding out individual words.

Decoding words and sentences alone does not make a child a reader. Alongside this skill children need to be able to understand what they have read. Our literacy lessons work around a core text. The children have opportunities to hear the text being read, talk about and question the text and undertake a variety of activities to develop their literacy skills. We believe that, in order to develop comprehension, children need to deepen their knowledge so they can talk about what they are reading and make links with other experiences and knowledge. The learning is supported by the teaching of related information and specific vocabulary.

Children are also heard to read by an adult at least weekly which takes place individually and/or in a small or whole class group. During these sessions the skills learnt in phonics are reinforced along with book and comprehension skills.

Once children have learnt to read independently, they will develop their comprehension skills through our Text Led Literacy Curriculum and daily reading lessons. Teaching and learning focuses on developing comprehension skills and writing. English learning is focused around carefully chosen high quality texts which vary in text type and include important and relevant authors. We teach reading in a way that inspires children to become lifelong lovers of books and literacy. Throughout their time at the academy children are exposed to a range of authors and text types to provide them with a rich and varied literacy curriculum that builds knowledge, promotes a love of reading and deepens their comprehension skills. Questions are carefully planned to develop understanding of what they are reading.

Vocabulary acquisition is a key component of the curriculum. The variety of texts enable children to encounter new words and lessons are carefully planned to allow children to use these in their speaking and listening and writing. Reading tasks and questions develop the children's ability to understand what they have read both literally and to enable them to look for deeper meaning.

The academy recognises that children need as many opportunities to read as possible. Therefore opportunities are given in all lessons for children to read independently, as a group and as a class and discuss what they have read. Alongside this, children from Year 2 upwards have a daily reading session that focuses on teaching the skills needed for comprehension.

Lexia

Children access Lexia throughout their time in KS1 and KS2. This supports with all aspects of literacy. Lexia will continue to support children in KS2 who are not fluent readers with extra sessions for these children and intervention sessions working directly with an adult.

A love of reading

As well as the formal teaching of reading, our aim is to promote a love of reading in all we do. Each class has a carefully stocked, inviting book corner where children can relax and read a book of their choosing. Books are organised in a way that promotes them being cared for. Children may borrow books to read at home to encourage a shared love of reading in families. As well as attractive and inviting book corners the school has a fantastic library that is well stocked with a wide variety of books. Children have the chance to use the library to share books, as well as the opportunity to borrow library books.

Accelerated Reader

The academy uses Accelerated reader once children are deemed to be fluent readers. On some occasions children may access Accelerated Reader before they are fluent readers where it is used as an intervention to help children reach their full reading potential. Children read books at the correct level for their ability and at the end of the book answer a quiz to test their comprehension.

Rewards

Children in Reception and Key Stage One earn rewards for reading at home using our Red Ted scheme. In KS2 they follow the Read to Succeed system where they earn rewards for reading at home. In Key Stage 2 children can also earn rewards for meeting their targets on Accelerated Reader. Once children have read a million words in KS2 they join the Millionaires club.

Authors

Throughout their time at the academy children will be introduced to a wide range of authors, learning about them as people as well as the work they have created.

Writing

Alongside the teaching of early reading, children learn to form each grapheme correctly and begin to form words and sentences. They spend time orally rehearsing the sentence they want to write before using their phonics to record these.

The Text Led Curriculum allows children to develop competencies in two key areas- transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing). Carefully planned writing lessons ensure that children learn the grammatical devices they need for different pieces of writing. Children complete an extended piece of writing regularly for a variety of audiences and learn the techniques they need to write with purpose. This writing can take place in literacy or topic sessions. The discussion the children have around the text provides the children with the vocabulary they need to write a varied and interesting piece. Children are taught the skills of editing and redrafting as well as proofreading.

Spelling, punctuation and grammar

Vocabulary is the key to writing imaginatively. Vocabulary comes from experience. Topic lessons give the children a variety of experiences and vocabulary relevant to the topic is introduced and modelled to children.

Spelling is taught from Year 2 upwards using No Nonsense Spelling. Spellings are taught in patterns and families and the use of these is reinforced in literacy lessons through modelled and shared writing and by being displayed on the working wall.

Throughout all literacy lessons children are encouraged and taught to explore vocabulary and the use of words. They also look at the spelling of words comparing new words to words they already know. Children are encouraged to play with and experiment with words as well as look at synonyms and antonyms for new words.

Grammar is taught during literacy lessons and children explore and use the grammar in speaking and listening, reading and writing activities. Children are taught to apply the grammar rules in their writing to embed the learning.

Speaking and listening

Strong speaking and listening skills are vital for a good development in reading and writing. Lessons are regularly planned to specifically develop speaking and listening skills. These might include performances, debates, drama activities and poetry recitals. Children are encouraged to orally rehearse what they want to write before writing.

Implementation

The implementation of the above curriculum will be what happens in each class during English lessons, reading lessons, other lessons that enable reading opportunities and reading time. Below is the curriculum map for the school broken down by year group.

Text Led Long Term English Plan

NURSERY		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Skills	Listening, Attention and Understanding	Enjoy listening to longer stories and can remember much of what happens. <ul style="list-style-type: none"> • Can find it difficult to pay attention to more than one thing at a time. • Use a wider range of vocabulary. • Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”. • Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” 			<ul style="list-style-type: none"> • Around the age of 3, can the child shift from one task to another if you fully obtain their attention, for example, by using their name? 		
	Speaking	<ul style="list-style-type: none"> • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. • May have problems saying: - some sounds: r, j, th, ch, and sh – multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’ • Use longer sentences of four to six words. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Can start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” 			<ul style="list-style-type: none"> • Around the age of 4, is the child using sentences of four to six words – “I want to play with cars” or “What’s that thing called?”? • Can the child use sentences joined up with words like ‘because’, ‘or’, ‘and’? For example: “I like ice cream because it makes my tongue shiver”. • Is the child using the future and past tense: “I am going to the park” and “I went to the shop”? • Can the child answer simple ‘why’ questions? 		
	Comprehension	<ul style="list-style-type: none"> • Enjoy songs and rhymes, tuning in and paying attention. • Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. • Say some of the words in songs and rhymes. • Copy finger movements and other gestures. • Sing songs and say rhymes independently, for example, singing whilst playing. • Enjoy sharing books with an adult. • Pay attention and responds to the pictures or the words. • Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone. • Repeat words and phrases from familiar stories. • Ask questions about the book. Makes comments and shares their own ideas. • Develop play around favourite stories using props. 			<ul style="list-style-type: none"> • Engage in extended conversations about stories, learning new vocabulary. 		

	Word Reading	<ul style="list-style-type: none"> • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. 	<ul style="list-style-type: none"> • Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother
	Writing	<ul style="list-style-type: none"> • Enjoy drawing freely. • Add some marks to their drawings, which they give meaning to. For example: "That says mummy." • Make marks on their picture to stand for their name. 	<ul style="list-style-type: none"> • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. • Write some or all of their name. • Write some letters accurately.

RECEPTION		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Skills	Listening, Attention and Understanding	<ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. 			<ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions • Make comments about what they have heard and ask questions to clarify their understanding • Hold conversation when engaged in back-and forth exchanges with their teacher and peers 		
	Speaking	<ul style="list-style-type: none"> • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. • Develop social phrases. • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 			<ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher 		
	Comprehension	<ul style="list-style-type: none"> • Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. 			<ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary • Anticipate – where appropriate – key events in stories • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play 		
	Word Reading	<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known lettersound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. 			<ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs • Read words consistent with their phonic knowledge by sound-blending • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words 		
	Writing	<ul style="list-style-type: none"> • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense. 			<ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed • Spell words by identifying sounds in them and representing the sounds with a letter or letters • Write simple phrases and sentences that can be read by others 		

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing Genres	Character/setting description Labels, Lists and captions Stories about fantasy worlds	Lists Poems on a theme Using the senses Pattern and Rhyme Letters	Traditional and Fairy Tales Narrative Stories with familiar settings Labels and lists	Information Labels and Lists Non-Fiction Instructions	Character/setting description Narrative Stories with predictable and patterned language Poems on a theme	Recounts Letters Setting description Invitations
Skills: Writing Reading Spoken Language	<p>Saying out loud what they are going to write about. Leaving spaces between words. Sit correctly at a table, holding a pencil comfortably and correctly. Begin to form lower case letters in the correct direction, starting and finishing in the right place. Form capital letters</p> <p>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies. Apply phonic knowledge. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Naming letters of the alphabet in order.</p>	<p>Compose a sentence orally before writing it. Form digits 0-9 Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>Re-read books to build up their fluency and confidence in word reading Read other words of more than one syllable that contain taught GPCs Being encouraged to link what they read or hear to their own experiences and to recite some by heart.</p> <p>Listening to and discussing a wide range of poems, learning to appreciate rhymes and explain clearly their understanding of what is read to them.</p>	<p>Joining words and clauses together with 'and' Re-reading what they have written to check that it makes sense. Sequencing sentences into short narratives.</p> <p>Read words containing taught GPCs and –s, -es, -ing, -ed, -er and –est endings.</p> <p>Becoming familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Recognising and joining in with predictable phrases.</p>	<p>Read aloud their writing clearly enough to be heard by their peers and the teacher. Understand which letters belong to which handwriting families and to practise these. Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, alternative sounds for graphemes. Write from memory simple sentences dictated by the teacher.</p> <p>Predicting what might happen on the basis of what has been read so far. Participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Discussing word meanings, linking new</p>	<p>→</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>Discuss what they have written with the teacher or other pupils.</p> <p>Read words with contractions and understand that the apostrophe represents the omitted letters. Making inferences on the basis of what is being said and done.</p>

		Checking that the text makes sense to them as they read and correcting inaccurate reading.		means to those already known.	Discussing the significance of the title and events.	
SPAG Focus	<p>Using a capital letter for the names of people, places, the days of the week, and the personal pronoun 'I'.</p> <p>Say the days of the week, in the right order.</p>	<p>Common exception words.</p> <p>Using the prefix –un.</p>	Using letter names to distinguish between alternative spellings of the same sound.	Using the spelling rule for adding –s and –es as the plural marker for nouns and the third person singular marker for verbs.	Using –ing, -ed, -er and –est where no change is needed in the spelling of the root words.	

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing Genres	Character description Letter Narrative	Story Description Narratives about personal experience	Poetry Recount Non-chronological report	Instructions Unaided writing for assessments. Poetry	Narrative	Letter Recount Narrative Non-chronological report
Skills: Writing Reading Spoken Language	Gaining fluency, visualising, making connections, retrieval, sequencing. Form lower-case letters of the correct size relative to one another Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters Use spacing between words that reflects the size of the letters.	Discuss the sequence of events in books and how items of information are related. Make inferences on the basis of what is being said and done. Predicting what might happen on the basis of what has been read so far Write narratives about personal experiences and those of others (real and fictional) Plan or say out loud what they are going to write about	Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales Build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear Vocabulary, inference and retrieval Discuss and clarify the meanings of words, linking new meanings to known vocabulary Reread what they have written to check it makes sense.	Build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear Proof-read to check for errors in spelling, grammar and punctuation Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. Compose a sentence orally before writing it. Sequencing sentences to make short narratives. Reread what they have written to check it makes sense.	Write narratives from their own experiences and the experiences of others. Evaluate their writing with the teacher and other pupils Retrieval, sequencing, vocabulary, inference, prediction. Focus on looking at question type and the questions words so the children understand the type of answer they are looking for.	Be introduced to non-fiction books that are structured in different ways. Prediction Make connections between texts Write about real events Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
SPAG Focus	Capital letters and full stops Sentence structure What is a verb/noun?	Question marks Exclamation marks Noun phrases	Apostrophes for possession and contraction	Apostrophes for possession, commas in a list, subordinating conjunctions, irregular past tense verbs.	Recap all for SATs Noun phrases/adverbs/use of apostrophes for possession/conjunctions	Noun phrases/adverbs/use of apostrophes for possession/conjunctions

			Sentence types/sentence structure Compose sentence orally before writing. Sequence sentences to make short narratives			
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Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing Genres	Character settings and descriptions. Stories from familiar settings. Adventure and Mystery. Newspaper reports Fictional diary entries	Myths and Legends. Recounts (diary) Non-chronological reports Shape poetry and calligrams/language play.	Letters Instructions Newspaper reports Character, settings and descriptions. Narratives	Non-chronological report (fact file) Adverts and posters Recounts (post card) Adventure narrative Character descriptions Letter Role play/drama	Information (leaflet) Explanation. Adventure and mystery Biography.	Dialogue and Plays. Poems to perform (limericks) Letters. Fictional Diary Entries.
Skills: Writing Reading Spoken Language	<p>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p>Composing and rehearsing sentences orally.</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Increase the legibility, consistency and quality of their handwriting</p> <p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters are best left unjoined.</p>					
	<p>Predicting what might happen from details stated and implied.</p> <p>Asking questions to improve their understanding of a text.</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Using dictionaries to check the meaning of words that they have read.</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these.</p> <p>Discussing words and phrases that capture the reader's interest and imagination</p> <p>In narratives, creating settings, characters and plot.</p>	<p>Using dictionaries to check the meaning of words that they have read.</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying with evidence</p> <p>Checking the text makes sense to them and understanding the meaning of words in context.</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these.</p> <p>Discussing words and phrases that capture the reader's interest and imagination</p> <p>Identifying themes and conventions in a wide range of books.</p> <p>Identifying how language, structure, and presentation contribute to meaning.</p>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Predicting what might happen from details stated and implied.</p> <p>Using dictionaries to check the meaning of words that they have read.</p> <p>Asking questions to improve their understanding of a text.</p> <p>Checking the text makes sense to them and understanding the meaning of words in context.</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these.</p> <p>Discussing words and phrases that capture the</p>	<p>Predicting what might happen from details stated and implied.</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Retrieve and record information from non-fiction.</p> <p>Discussing words and phrases that capture the reader's interest and imagination</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these.</p> <p>In narratives, creating settings, characters and plot.</p>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Predicting what might happen from details stated and implied.</p> <p>Using dictionaries to check the meaning of words that they have read.</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these.</p> <p>Discussing words and phrases that capture the reader's interest and imagination</p> <p>Asking questions to improve their understanding of a text.</p> <p>Identifying themes and conventions in a wide range of books.</p> <p>Identifying how language, structure, and presentation contribute to meaning.</p> <p>Retrieve and record information from non-fiction texts.</p>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Discussing words and phrases that capture the reader's interest and imagination</p> <p>Identifying how language, structure, and presentation contribute to meaning.</p> <p>Checking the text makes sense to them and understanding the meaning of words in context.</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these.</p> <p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Recognising some different forms of poetry.</p>

	<p>Plan their writing by discussing and recording ideas.</p> <p>Organise paragraphs around a theme.</p> <p>Assessing the effectiveness of their own and others work and to suggest improvements.</p> <p>Proof reading for spelling and punctuation.</p> <p>Extend range of sentences with more than one clause using a wider range of conjunctions.</p>	<p>Retrieve and record information from non-fiction texts.</p> <p>Recognising some different forms of poetry.</p> <p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>Plan their writing by discussing and recording ideas.</p> <p>Discussing writing similar to that which they are planning in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Assessing the effectiveness of their own and others work and to suggest improvements.</p> <p>Proof reading for spelling and punctuation.</p> <p>In narratives, creating settings, characters and plot.</p> <p>In non-narrative material, using simple organisational devices.</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>Extend range of sentences with more than one clause using a wider range of conjunctions.</p>	<p>reader's interest and imagination</p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Plan their writing by discussing and recording ideas.</p> <p>Assessing the effectiveness of their own and others work and to suggest improvements.</p> <p>Proof reading for spelling and punctuation.</p> <p>Edit by proposing changes to the vocabulary and grammar</p> <p>Organising paragraphs around a theme.</p>	<p>Plan their writing by discussing and recording ideas.</p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>In non-narrative material, using simple organisational devices.</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>Proof-read for spelling and punctuation errors.</p> <p>Edit by proposing changes to the vocabulary and grammar.</p> <p>Assessing the effectiveness of their own and others work and to suggest improvements.</p>	<p>Organising paragraphs around a theme.</p> <p>Plan their writing by discussing and recording ideas.</p> <p>In narratives, creating settings, characters and plot.</p> <p>Extend range of sentences with more than one clause using a wider range of conjunctions.</p> <p>Assessing the effectiveness of their own and others work and to suggest improvements.</p> <p>Edit by proposing changes to the vocabulary and grammar</p> <p>Proof reading for spelling and punctuation.</p> <p>In non-narrative material, using simple organisational devices.</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Plan their writing by discussing and recording ideas.</p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Assessing the effectiveness of their own and others work and to suggest improvements.</p> <p>Edit by proposing changes to the vocabulary and grammar</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>Extend range of sentences with more than one clause using a wider range of conjunctions.</p>
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SPAG Focus	<p>Learning the grammar for years 3 and 4 in English Appendix 2.</p> <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p> <p>Spell further homophones</p> <p>Spell words that are often misspelt.</p> <p>Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals (NNS spelling- Spring)</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far (during spelling).</p> <p>Use further prefixes and suffixes and understand how to add them</p>					
	<p>Using and punctuating direct speech.</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Extend range of sentences with more than one clause using a wider range of conjunctions.</p>	<p>Using and punctuating direct speech.</p> <p>Extend range of sentences with more than one clause using a wider range of conjunctions.</p> <p>Using conjunctions, adverbs and prepositions to express time and cause.</p> <p>Using fronted adverbials.</p>	<p>Using and punctuating direct speech.</p>	<p>Using and punctuating direct speech.</p> <p>Using fronted adverbials.</p> <p>Use present perfect form of verbs</p> <p>Using conjunctions, adverbs and prepositions to express time and cause</p> <p>Extend range of sentences with more than one clause using a wider range of conjunctions.</p>	<p>Using fronted adverbials.</p> <p>Using and punctuating direct speech.</p> <p>Extend range of sentences with more than one clause using a wider range of conjunctions.</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Using conjunctions, adverbs and prepositions to express time and cause.</p>	<p>Extend range of sentences with more than one clause using a wider range of conjunctions.</p> <p>Use present perfect form of verbs</p>

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing Genres	Character/Settings descriptions Poetry Poems to perform Language play Summary	Adverts/Posters Letters Characters/settings Narrative Non-chronological report Diary entry. Instructions	Narratives – stories with a historical setting Instructions Stories set in an imaginary world. Note writing Information/Explanation Adverts/posters	Biography Narrative writing from different viewpoints Newspaper Recounts Play scripts Poetry – exploring form	Stories which raise issues or dilemmas Narratives writing from different viewpoints Persuasive texts Leaflets	Stories from other Cultures Factual diary entries Setting descriptions
Skills: Reading Spoken Language Writing	To write poetry in the style of poems covered. To learn from their content how different literacy devices influence and improve writing. Read aloud own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. Assessing own and others writing and suggesting improvements. Discussing understanding and explaining the meaning of words in context. Discussing words and phrases that capture the reader's interest and imagination. Predicting what might happen from details stated and implied.	Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Identifying and discussing themes and conventions in/across a wide range of writing. Continue to read and discuss an increasingly wide range of fiction Reading books that are structured in different ways and reading for a range of purposes Predict and infer using knowledge from the text. Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Participating in discussions about books that are read to them Continue to read and discuss an increasingly wide range of fiction Reading books that are structured in different ways and reading for a range of purposes Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings Organising paragraphs around a theme	Assessing the effectiveness of their own and others' writing and suggesting improvements. Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. Recognising some different forms of poetry. Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	Participating in discussions about books that are read to them Identifying how language, structure and presentation contribute to meaning. Identifying themes and conventions in a wide range of books. Asking questions to improve their understanding of a text. Articulate and justify answers, arguments and opinions Choosing nouns or pronouns	Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Identifying and discussing themes and conventions in/across a wide range of Writing Continue to read and discuss an increasingly wide range of fiction Reading books that are structured in different ways and reading for a range of purposes Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discussing and recording ideas in narratives, creating settings, characters and plot Retrieve and record information. Read aloud their own writing.

	<p>Asking questions to improve understanding of a text. Drawing inferences such as inferring characters' thoughts, feelings and motives.</p> <p>Use dictionaries to check the meaning of words they have read.</p> <p>Identifying main ideas from more than one paragraph and summarising these.</p> <p>Discussing and recording ideas.</p> <p>Creating settings, characters and plot.</p> <p>Proof-reading for spelling and punctuation.</p> <p>Choosing nouns and pronouns for cohesion and clarity.</p> <p>Composing and rehearsing sentences orally.</p>	<p>Using fronted adverbials</p> <p>Discussing and recording ideas</p> <p>In narratives, creating settings, characters and plot</p> <p>Using preposition and imperative verbs for clarification.</p> <p>Understand how to use fronted adverbials within writing.</p>	<p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <p>Increase the legibility, consistency and quality of their handwriting</p>	<p>Discussing and recording ideas.</p> <p>Organising paragraphs around a theme.</p> <p>In narratives, creating settings, characters and plot.</p> <p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>To write poetry in the style of poems covered. To learn from their content how different literacy devices influence and improve writing.</p>	<p>appropriately for clarity and cohesion and to avoid repetition</p> <p>Increase the legibility, consistency and quality of their handwriting</p>	
SPAG Focus	<p>Alliteration, Similes, Metaphors, Onomatopoeia and Rhyming.</p> <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when</p>	<p>Speak audibly and fluently with an increasing command of Standard English</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others</p>	<p>Indicating possession by using the possessive apostrophe with plural nouns</p> <p>Imperative verbs</p>	<p>Speech marks, adverbs, pronouns, plural endings, possessive apostrophes, conjunctions.</p> <p>Choosing nouns or pronouns appropriately for</p>	<p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of</p>	<p>Setting description (descriptive language), chronological order, descriptive language</p> <p>Using conjunctions and adverbs to express time and cause.</p>

	<p>discussing their writing and reading. Using and punctuating direct speech. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Learning the grammar for years 3 and 4 in English Appendix 2. Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>	<p>Select and use appropriate registers for effective communication Use of fronted adverbials Use of preposition for instructions.</p>		<p>clarity and cohesion and to avoid repetition. Indicating possession by using the possessive apostrophe with plural nouns. Using the present perfect form of verbs in contrast to the past tense. Using fronted adverbials. Using commas after fronted adverbials. Using and punctuating direct speech.</p>	<p>pronouns in sentences Using the present perfect form of verbs in contrast to the past tense Subheadings, headings, bullet points, paragraphs, capital letters and full stops. Past and Present tenses, a or an as a determiner, reading to identify and edit own mistakes. Punctuation for direct speech.</p>	
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Year 5		Autumn 1	Autumn 2	Spring 1		Spring 2		Summer 1		Summer 2	
Writing Genres	Performance poetry (raps) Biographies Autobiographies, persuasion – OREO, debate Diary entry Non-chronological report on a street artist Character description Settings description Newsletter	Letters and postcards Newspaper reports Diary entry Narrative based on discovering something	Non-chronological report Stories with historical settings	Non-chronological reports Debate Play script	Character / settings descriptions Play script	Myths and Legends Factual diary entries Explanation Persuasion / PoV	Performance poetry Persuasion Explanation Narrative	Non chronological report Riddles Poetry Comparison	Estate agent report Prequel (narrative) Newspaper report Play script	Non chronological report Information writing Stories with historical setting	
	Skills: Writing / Reading / Spoken / Language	Evaluate and edit; Assessing effectiveness of writing Proposing changes to vocab, grammar and punctuation to enhance effects and clarify meaning Maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction Reading books that are structured in different ways and reading for a range of purposes Increasing their familiarity with a range of books, including myths, legends and traditional stories. Modern fiction, fiction from our literary heritage and books from other cultures and traditions Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Recognise vocab and structures that are appropriate for formal... Use the first three or four letters of a word to check spelling, meaning or both in a dictionary Predicting what might happen from details stated and implied. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence. Listen and respond appropriately to adults and their peers Use spoken language to develop understanding through speculating, hypothesis, imagining and exploring ideas.	...example headings, bullet points, underlining. Identifying and discussing themes and conventions in/across a wide range of writing. Distinguishing between statements of fact and opinion Identifying how language, structure and presentation contribute to meaning. Select and use appropriate registers for effective communication	Draft and write by selecting appropriate grammar and vocab, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. Use a thesaurus. Retrieving, recording and presenting information from non-fiction. Asking questions to improve their understanding. Providing reasoned justifications for views. Speak audibly and fluently with an increasing command of Standard English. Articulate and justify answers, arguments and opinions. Ask relevant questions to extend understanding and knowledge.		In writing, considering how authors have developed characters and settings ... Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. Making comparisons within and across books. Participating in discussions about books that are read to them and these they can read for themselves, building on their own and others' ideas and challenging views courteously. Use relevant strategies to build vocabulary.		Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Discussing and evaluating how authors use language, considering impact on readers. Understanding what has been read by: Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Maintain attention and participate actively in collaborative conversations, staying on topic and.... Participate in discussions, presentations, performances, role-play, improvisations and debates. Gain, maintain and monitor the interest of the listener(s).		Precising longer passages Recommending books that they have read to their peers, giving reasons for their choices. Explaining and discussing their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic using notes where necessary. Consider and evaluate different viewpoints, attending to and building on the contributions of others.	

SPAG Focus	<p>Using a wide range of devices to build cohesion within and across paragraphs.</p> <p>Use expanded noun phrases to convey complicated information</p> <p>Use the perfect form of verbs to mark relationships of tie and cause</p> <p>Use modal verbs or adverbs to indicate degrees of possibility</p> <p>Use brackets,, dashes or commas for parenthesis</p>	<p>Choosing the writing implement that is best suited for a task.</p> <p>Use relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (i.e. omitted) relative pronoun.</p> <p>Use commas to clarify meaning or avoid ambiguity in writing.</p>	<p>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the languages of speech and writing, and choosing the appropriate register.</p> <p>Proofread for spelling and punctuation errors.</p>	<p>Speech and writing, including subjunctive forms</p> <p>Use dictionaries to check the meaning of words</p> <p>Use semi-colons, colons or dashes to mark boundaries between clauses.</p> <p>Ensuring the consistent and correct tense in writing</p> <p>Note and develop initial ideas, use reading and research</p>	<p>Use hyphens to avoid ambiguity</p> <p>Use colons to introduce a list</p> <p>Punctuate bullet points consistently</p> <p>Use further prefixes and suffixes and understand guidance for adding</p>	<p>Use further organisational and presentational devices to structure text and to guide the reader</p> <p>Use passive verbs to affect the presentation of information in a sentence</p>
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YEAR 6	Autumn 1	Autumn 2	Spring 1		Spring 2		Summer 1	Summer 2
Writing Genre <i>(all genres repeated wherever possible for variety of evidence in their portfolios for moderation)</i>	Newspaper reports Narrative – flashbacks Informal letter speech/presentation Script Persuasive writing Non-fiction writing	Diary writing Letter writing Newspaper Argument Descriptive writing - settings Flashback Narrative Biographies – historical figures	Explanations Biographies Narrative Play script Newspaper Character description	Poetry – Different styles	Diary writing Informal letter Advert Description Presentation explanation	Description Adventure narrative	Fill in missing genres for writing portfolio for moderation or repeat to show progression and improvement.	
Skills: Writing Reading Spoken Language	Use of dictionaries & thesaurus' Purpose & audience Handwriting Using reading & research Describe settings, characters & atmosphere Cohesion within and across paragraphs Appropriate grammar and vocabulary Organisational features Evaluating & editing Consistent tense Integrate dialogue Figurative language Increasing familiarity Understand what reading Inferencing/Justifying Predicting Fact/opinion Identify language & structure Formal presentation & debate Ask relevant questions Relevant strategies to build vocabulary Well-structured descriptions, explanations and narratives Use spoken language to develop understanding. Speak audibly and fluently with increasing command of Standard English Participate in discussions, presentations, performances etc Consider and evaluate different view points	Use of dictionaries & thesaurus' Purpose & audience Handwriting Using reading & research Describe settings, characters & atmosphere Cohesion within and across paragraphs Appropriate grammar and vocabulary Organisational features Evaluating & editing Consistent tense Integrate dialogue Wide range of genres Increasing familiarity Understand what reading Inferencing/justifying Predicting Fact/opinion Identify language & structure Formal presentation & debate Ask relevant questions Retrieving & recording Well-structured descriptions, explanations and narratives Use spoken language to develop understanding. Speak audibly and fluently with increasing command of Standard English	Use of dictionaries & thesaurus' Purpose & audience Handwriting Using reading & research Describe settings, characters & atmosphere Cohesion within and across paragraphs Appropriate grammar and vocabulary Organisational features Evaluating & editing Consistent tense Integrate dialogue Figurative language Wide range of genres Increasing familiarity Understand what reading Inferencing/justifying Predicting Fact/opinion Identify language & structure Retrieving & recording Formal presentation & debate Ask relevant questions Relevant strategies to build vocabulary Articulate and justify answers, arguments & opinions Well-structured descriptions, explanations and narratives Use spoken language to develop understanding. Speak audibly and fluently with increasing command of Standard English Participate in discussions, presentations, performances etc Consider and evaluate different view points		Use of dictionaries & thesaurus' Purpose & audience Handwriting Using reading & research Describe settings, characters & atmosphere Cohesion within and across paragraphs Appropriate grammar and vocabulary Organisational features Evaluating & editing Consistent tense Integrate dialogue Wide range of genres Increasing familiarity Understand what reading Inferencing//justifying Predicting Fact/opinion Identify language & structure Retrieving & recording Formal presentation & debate Ask relevant questions Relevant strategies to build vocabulary Articulate and justify answers, arguments & opinions Well-structured descriptions, explanations and narratives Use spoken language to develop understanding. Speak audibly and fluently with increasing command of Standard English Participate in discussions, presentations, performances etc		Summarising Comparisons across texts discussing themes & conventions	

		Participate in discussions, presentations, performances etc Consider and evaluate different view points		Consider and evaluate different view points	
SPaG Focus	No Nonsense Spellings/old SATS spelling tests Direct/reported speech Expanded noun phrases Modal verbs Adverbs/adverbials Main/subordinate/relative clauses Subordinating conjunctions Formal & informal writing Passive verb Lists using colons & semi colons Homophones & silent letters Singular & plurals Rules of prefixes and suffixes Punctuation – brackets, dashes, hyphens		No Nonsense Spellings Separating clauses (commas, semi colons & dashes) Subjunctive verb forms Perfect & progressive tenses Consistency of bullet points.		
Curriculum Links & Literacy Shed	Information booklet Science experiment	Argument Biographies (historical figures) Narrative – flashbacks War of the Worlds	Persuasive/Argument News script (flooding) Water cycle – narrative (water droplet) River/Bridge booklet Recount – entry point Science experiment	Trip to Abbey Gardens – recount Advertising - leaflet	

Impact

The aim of the curriculum is to improve standards in English across the school. While some impact will be measurable using statutory testing there will also be an impact on the culture of the school and the views of the children, staff and parents. The impact will be a positive reading culture seen across the academy. Children will talk enthusiastically about their reading experiences; books they have read and authors they know about. The learning environment across the whole academy will promote books and a love of reading. Children will accumulate reading rewards and demonstrate a positive attitude towards reading. The impact will also be seen in other curriculum areas; with interesting writing where they write with the reader in mind. The children will also have a thirst for knowledge as they use their reading skills to develop their knowledge in all areas of the curriculum.

The impact of the above curriculum will be seen in improved results in statutory testing years. As the reading ability and comprehension skills of children improve the end of Key Stage results will subsequently improve. These will specifically be:

Y1 phonics screening will be at or above the national average

Y2 assessments will be at or above national for reading

Y6 SATs assessments will be at or above national for reading and writing

In addition to this the progress children will make while at the academy will be better than average with children leaving the academy more than ready for the next stage in their education.

Appendix 2
Intended Literacy Development

Reading	<p>Phonics phase 1 Children have favourite stories, join in with repeated words and refrains and know some nursery rhymes</p>	<p>Phonics phase 2 – 4 Reading book sets pink, red and yellow Lexia stage 1 Children use phonic knowledge to decode words and read some irregular, common words and read simple sentences. They talk to others about what they have read</p>	<p>Phonics phase 4 -5 Reading book sets yellow and blue Lexia stages 2 – 5 Children are familiar with key stories and join in with repetitive phrases; explain what is read to them, make inferences and predict what might happen based on own knowledge. They explore new words in books</p>	<p>Phonics phase 6 Reading book set orange Lexia stages 6 – 9 Accelerated reader 1-2 Children become fluent in reading, relying less on blending each word. They hear and discuss texts beyond the level they can read independently They ask and answer questions on texts</p>	<p>Y3 Lexia stages 10–12 Y4 Lexia stages 13-14 Accelerated reader 2-4 Children develop comprehension rather than decoding and listen to and read a variety of texts. Vocabulary is developed through a wide range of reading and discussion.</p>	<p>Y5 Lexia stages 15–16 Y6 Lexia stages 17–18 Accelerated reader 4-6 Children continue to read a wide range of texts and compare what they have read to other texts. They explore the use of language in texts.</p>
Writing	<p>Children mark make in a variety of ways, forming some letters They develop gross and fine motor skills.</p>	<p>Children write words using phonics as well as some irregular, common words They write simple sentences that others can read.</p>	<p>Children spell words using phonemes learnt, forming letters in the correct direction using handwriting families. They say a sentence, write it and re-read it, using capital letters and full stops and join clauses using 'and'.</p>	<p>No nonsense spelling Y2 Children write simple sentences dictated to them They start joining letters using diagonal and horizontal strokes They plan, write, proof read and evaluate their writing They write in the correct tense using subordination and coordination and a variety of sentences.</p>	<p>No nonsense spelling Y3-4 Children join letters. They plan, draft, write, evaluate and edit writing. They use varied grammatical features to make writing interesting and discuss the grammatical choices they have made.</p>	<p>No nonsense spelling Y5-6 Children apply spelling rules they have learnt. They write legibly and fluently. They plan, draft, write, evaluate and edit writing They use a wide range of grammar techniques in writing and discuss the grammatical choices they have made</p>
	Nursery 3-4 Year Olds	Reception 4-5 Year Olds	Year 1 5-6 Year Olds	Year 2 6-7 Year Olds	LKS2 7-9 Year Olds	UKS2 9-11 Year Olds