

Curriculum Growth Journey

English

How is English taught at Trinity?

Curriculum Intent:

What do we want to achieve in our English curriculum?

At Trinity All Saints CE Primary School, we believe that English is the driver that ignites the rest of the curriculum; it is the key that allows pupils to unlock their full learning potential. We provide a creative and highly engaging English curriculum that inspires and supports learners to develop their reading, writing, and speaking and listening skills. This enables them to become interested, effective, and active lifelong learners, who are confident orators.

High-quality phonics teaching ensures children have speedy recognition of familiar, and unfamiliar, printed words, and is emphasised in the early teaching of reading. We follow the Rising Stars Rocket Phonics programme, which links to the books in the Rising Stars Reading Planet series, to ensure continuity in the teaching of early reading.

Reading is integral to all learning in English, and our use of carefully selected, high-quality texts ensures that learners are able to develop enquiring minds which allow them to ask meaningful questions, recall key information, and interrogate ideas. The range of texts throughout school reflects the cultural diversity of our country and contributes to children's development of cultural, emotional, social and spiritual learning. Reading also supports our learners in acquiring new knowledge and vocabulary, as well as building on what they already know. Reading is promoted and encouraged and we nurture our learners' love of literature, leading to widespread reading for enjoyment across school.

The progression of skills within our writing curriculum allows children to develop the grammar, spelling, and punctuation needed to write effectively, adapting to audience and genre. Their creativity is nurtured through high quality immersion within the writing process, and children will learn to draft, edit, evaluate, and publish, resulting in fluent and coherent composition of writing.

Oracy is integral to learning at Trinity All Saints CE Primary School, and learners are supported in using discussion as a learning tool across the curriculum.

At Trinity All Saints Primary School we believe that each individual child is very important. We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils, whatever their needs or abilities, so that they can reach their full potential and grow into the very best versions of themselves. We feel that their contribution to school life should be valued and we seek to build their self-esteem.

Spiritual development in our school seeks to support every individual on their spiritual quest.

Implementation:

How will this be achieved?

Our whole curriculum is shaped by our school vision, Growing Together, which aims to enable all children, regardless of background, ability, or additional needs, to become the very best version of themselves. We teach the National Curriculum, ensuring that skills and knowledge are built on year by year and sequenced

appropriately to maximise learning for all children. It is important that the children develop progressive skills in reading and writing throughout their time at Trinity All Saints CE Primary School, as well as developing an enjoyment and enthusiasm for learning.

Phonics underpins, and is emphasised in, the early teaching of reading, and this must be mastered to allow pupils to progress. Systematic synthetic phonics is taught following the Letters and Sounds document. Phase 1 begins in the Early Years, and progresses through Key Stage One to Phase 6 being taught in Year 2. By the time they leave Year 2, children's grasp of phonics is strong, allowing them to move forward with their fluency in reading and comprehension of texts. Throughout Key Stage One, home reading books are assigned to be linked with the children's stage of learning in phonics. Children are expected to re-read these books three times through the week to develop fluency and consolidate their learning. Children are encouraged to use their phonics knowledge for reading throughout school when decoding unfamiliar words, and also for spelling.

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 are encouraged to read widely across 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. Our pupils are encouraged to read widely and often, which increases their 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. At Trinity All Saints CE Primary School, we ensure that pupils are able to read fluently, and with confidence, in any subject ahead of their forthcoming secondary education.

Our writing process, which is consistent throughout school, allows children to achieve individualised and precise targets in order to develop their fluency and coherence in writing. We teach oracy skills from the beginning of the children's primary school journey so they are able to understand, and use, an increasingly wide range of vocabulary and grammar. Our children are taught effective composition; the forming, articulation and communication of ideas, and the coherent organisation of these for the audience. The purpose and audience of writing sessions drive future learning.

Grammar, punctuation, and spelling are embedded within English learning, and these skills are applied in other curriculum areas.

We incorporate our Power of Three curriculum drivers (ACT) within our planning, ensuring children are **A**ctive in their learning, **C**ontented in themselves and **T**houghtful as a citizen.

Opportunities for Spiritual development:

We aim to:

- Provide opportunities for experiential techniques such as listening, being still and quiet, perceiving the senses, being aware of the recent moment, imaginary journeys, guided imagery, attention to an object, exploring stories and self-awareness.
- Develop positive relationships in the school community
- Develop a spirit of enquiry and open-mindedness enhanced by the use of skilful and sensitive questioning by the teacher

- Develop creativity by expressing innermost thoughts, imagination and feelings through art, appropriate music, literature and crafts.
- To promote an awareness of enjoyment in using their imaginative potential
- Develop a sense of wonder, awe, reverence, imagination,

Impact:

What will outcomes for learners be?

Learners will:

- develop a lifelong love of reading
- use reading skills as a key tool to support themselves in independent reading
- develop their speaking and listening skills through participation in detailed discussions about texts
- use knowledge, skills and understanding of reading to support themselves with learning across the curriculum
- enjoy writing across a range of genres
- have good knowledge of how to adapt their writing for different contexts
- write fluently, allowing them to express ideas and emotions confidently

The majority of learners will attain age-related expectations, with a good proportion exceeding them.

Reading EYFS Early Learning Goals

Comprehension.

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.

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.

Listening, Attention and Understanding

Children will:

- 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.
- They will 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

Children will:

- 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.
- They will 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.

Writing

Children will:

- Write recognisable letters, most of which are correctly formed.
- They will 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.

Although skills are evidenced under a particular NC objective, they will be apparent in other objectives.

Reading: Key Stage 1

Pupils should be taught to:

Word Reading

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| Yr.
1 | <ul style="list-style-type: none">• Apply phonic knowledge and skills as the route to decode words• Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes• Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught |
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Comprehension

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
 - being encouraged to link what they read or hear read to their own experiences

<ul style="list-style-type: none"> • Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings • Read other words of more than one syllable that contain taught GPCs • Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) • Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • Re-read these books to build up their fluency and confidence in word reading. <p>See English Appendix 1.</p> <p>Poems:</p> <p>Autumn Poetry - Leaves by Elsie N Brady</p> <p>Spring Poetry - Two little dickie birds</p> <p>Summer Poetry - Dragon Poetry - That's not my dragon Fiona Watt</p> <p>Portrait of a dragon Moira Andrew</p> <p>Key Texts</p> <ul style="list-style-type: none"> • The Emperors Egg • Something Else • Iggy Peck the Architect • Tiddalick • George and the Dragon • The Marvellous Moon map • George Saves the world by lunchtime 	<ul style="list-style-type: none"> • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • recognising and joining in with predictable phrases • learning to appreciate rhymes and poems, and to recite some by heart • discussing word meanings, linking new meanings to those already known <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading • discussing the significance of the title and events • making 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 <p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Explain clearly their understanding of what is read to them.</p>
<p>Yr. 2</p> <ul style="list-style-type: none"> • Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • Read accurately words of two or more syllables that contain the same graphemes as above 	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • discussing the sequence of events in books and how items of information are related

- Read words containing common suffixes
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- Re-read these books to build up their fluency and confidence in word reading.

See English Appendix 1.

Poems:

Bats by Mary Effie Lee Newsome

At the Zoo by William Makepeace Thackeray

Pirate Pete by James Carter

Texts:

Tidy

How did that get in my lunchbox?

A first book of nature

100 Facts About Nocturnal Animals

Exploration and discovery

Space books

Human Body DK Find Out!

Look inside your body

You wouldn't want to be in the Great Fire of London!

Usborne Pirate Handbook

Pirate series (Project X)

- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

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

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

Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say

Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Although skills are evidenced under a particular NC objective, they will be apparent in other objectives.

Reading: Key Stage 2

Pupils should be taught to:

Word Reading

Comprehension

<p>Yr. 3 and Yr. 4</p>	<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. <p><u>Key Texts Y3</u></p> <p>Fiction: Tin Forest Egyptian Cinderella Hodgeheg Iron Man Charlie and the Chocolate Factory</p> <p>Non-fiction: Three Cheers for Inventors</p> <p>Poems: Deep in the Rainforest - Sue Perks The Coming of the Iron Man - Brenda Williams Augustus Gloop - Charlie and the Chocolate Factory</p> <p><u>Key Texts Y4</u></p>	<p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry [for example, free verse, narrative poetry] <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than one paragraph and summarising these identifying how language, structure, and presentation contribute to meaning <p>Retrieve and record information from non-fiction</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>
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	<p>Gangsta Granny Stig of the dump Chronicles of Narnia Firework maker's daughter</p>	
<p>Yr. 5 and Yr. 6</p>	<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. <p>Key Text Y5:</p>	<p>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books

<p>Shackleton's journey Queen of darkness The Kite rider Holes Hugo Glass Houses Poetry based on/around Hawthorth</p> <p><u>Key Text Y6:</u></p> <p><u>Fiction:</u> Street Child (trip to Saltaire) Kasper Prince of Cats Skellig (Owl experience) Pig Heart Boy (STEM ambassador) Boy 87 The Highwayman The Arrival</p> <p><u>Non-fiction:</u> DK Find out- Titanic DK Find out- Owls</p> <p><u>Poems:</u> The Titanic Disaster Poem Book by J. H. McKenzie The Wreck of the Titanic, a poem by Benjamin Peck Keith (1856- 1927) If by Rudyard Kipling Please Mrs Butler by Allan Ahlberg</p>	<ul style="list-style-type: none"> • learning a wider range of poetry by heart • preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience <p>Understand what they read by:</p> <ul style="list-style-type: none"> • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • identifying how language, structure and presentation contribute to meaning <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Distinguish between statements of fact and opinion</p> <p>Retrieve, record and present information from non-fiction</p> <p>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>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>Provide reasoned justifications for their views.</p>
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Writing EYFS

<p style="text-align: center;">Writing ·</p> <p>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</p>	<p style="text-align: center;">Fine Motor Skills ·</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. · Use a range of small tools, including scissors, paintbrushes and cutlery. · Begin to show accuracy and care when drawing</p> <p style="text-align: center;">Gross Motor Skills ·</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others. · Demonstrate strength, balance and coordination when playing. · Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
<p style="text-align: center;">Listening, Attention and Understanding ·</p> <p>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. ,</p>	<p style="text-align: center;">Speaking ·</p> <p>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.</p>

Although skills are evidenced under a particular NC objective, they will be apparent in other objectives.

Writing: Key Stage 1

Pupils should be taught to:

<u>Transcription</u>	<u>Handwriting and presentation</u>	<u>Composition</u>	<u>Vocabulary, grammar, and punctuation</u>
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<p>Yr. 1</p>	<p>Spells:</p> <ul style="list-style-type: none"> words containing each of the 40+ phonemes already taught common exception words the days of the week name the letters of the alphabet; naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound <p>Add prefixes and suffixes:</p> <ul style="list-style-type: none"> using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs using the prefix un- using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] <p>Apply simple spelling rules and guidance, as listed in English Appendix 1</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p>	<ul style="list-style-type: none"> Sit correctly at a table, holding a pencil comfortably and correctly Begin to form lower-case letters in the correct direction, starting and finishing in the right place Form capital letters Form digits 0-9 Understand which letters belong to which handwriting 'families' (i.e. Letters that are formed in similar ways) and to practise these 	<p>Write sentences by:</p> <ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense <p>Discuss what they have written with the teacher or other pupils</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher</p>	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> leaving spaces between words joining words and joining clauses using 'and' beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' learning the grammar for year 1 in English Appendix 2 <p>Use the grammatical terminology in English Appendix 2 in discussing their writing.</p>
<p>Yr. 2</p>	<p>Spell by:</p> <ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each 	<ul style="list-style-type: none"> Form lower-case letters of the correct size relative to one another Start using some of the diagonal and horizontal strokes needed to join letters and understand 	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry 	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly, (see English Appendix 2), including full stops, capital letters, exclamation

<p>spelling, including a few common homophones</p> <ul style="list-style-type: none"> • learning to spell common exception words • learning to spell more words with contracted forms • learning the possessive apostrophe (singular) [for example, the girl's book] • distinguishing between homophones and near-homophones <p>Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</p> <p>Apply spelling rules and guidance, as listed in English Appendix 1</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p>	<p>which letters, when adjacent to one another, are best left unjoined</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • writing for different purposes <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils • re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] <p>Read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p> <p>Learn how to use:</p> <ul style="list-style-type: none"> • sentences with different forms: statement, question, exclamation, command • expanded noun phrases to describe and specify [for example, the blue butterfly] • the present and past tenses correctly and consistently including the progressive form • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • the grammar for year 2 in English Appendix 2 • some features of written Standard English <p>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</p>
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Although skills are evidenced under a particular NC objective, they will be apparent in other objectives.

Writing: Key Stage 2

Pupils should be taught to:

<u>Transcription</u>	<u>Handwriting and presentation</u>	<u>Composition</u>	<u>Vocabulary, grammar, and punctuation</u>
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<p>Yr. 3 and Yr. 4</p>	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to add them (English Appendix 1) Spell further homophones Spell words that are often misspelt (English Appendix 1) Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] Use the first two or three letters of a word to check its spelling in a dictionary Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<ul style="list-style-type: none"> Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently, so that the ascenders and descenders of letters do not touch]. 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> 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 <p>Draft and write by:</p> <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although using the present perfect form of verbs in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials learning the grammar for years 3 and 4 in English Appendix 2 <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>
<p>Yr. 5 and</p>	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand the guidance for adding them 	<p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own 	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms

<p>Yr. 6</p>	<ul style="list-style-type: none"> • Spell some words with 'silent' letters [for example, knight, psalm, solemn] • Continue to distinguish between homophones and other words which are often confused • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 • Use dictionaries to check the spelling and meaning of words • Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • Use a thesaurus. 	<ul style="list-style-type: none"> • deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task. 	<ul style="list-style-type: none"> • noting and developing initial ideas, drawing on reading and research where necessary • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précising longer passages • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register <p>Proof-read for spelling and punctuation errors</p>	<ul style="list-style-type: none"> • using passive verbs to affect the presentation of information in a sentence • using the perfect form of verbs to mark relationships of time and cause • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility • using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun • learning the grammar for years 5 and 6 in English Appendix 2 <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • using commas to clarify meaning or avoid ambiguity in writing • using hyphens to avoid ambiguity • using brackets, dashes or commas to indicate parenthesis • using semi-colons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list • punctuating bullet points consistently <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p>
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			Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	
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English Appendix 1 (spelling year 1-6):

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English Appendix 1 - Spelling.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf)

English Appendix 2 (vocabulary, grammar, and punctuation year 1-6):

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English Appendix 2 - Vocabulary grammar and punctuation.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf)