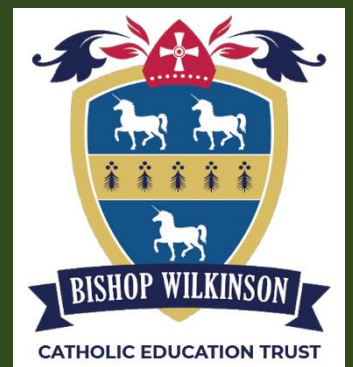




# St. Joseph's Catholic Infant & Junior Schools Birtley

English Strategy

March 2023



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## OUR MISSION

Let us build a house where hands will reach beyond the wood and stone, to heal and strengthen, serve and teach, and live the Word they've known.

Built of hopes and dreams and visions, rock of faith and vault of grace; here the love of Christ shall end divisions:

**All are welcome in this place.**

## OUR VISION

Lord, in our daily lives, may we:

Love and serve like St. Joseph, care and protect like St. Joseph, work and teach like St. Joseph, show compassion and loyalty like St. Joseph, have trust and faith like St. Joseph.

We follow St. Joseph's virtues and remember our significance in God's world. Amen.



## Statement of intent

Sound English skills are essential for progress across the curriculum and to prepare pupils effectively for tasks of adult life.

All teachers have a responsibility to develop pupils' competence in reading, writing, speaking and listening in their own subjects and to ensure that pupils become competent users of language, and can access the curriculum effectively and achieve their potential.

We recognise that our school's mission and vision statements underpin the English strategy. Additionally, we know that without sound Early phonics teaching, then it is unlikely that children will be able to access the English curriculum. This strategy underpins our teaching of English reading and writing from Year 1 – 6. St. Joseph's has a separate English phonics strategy (see policy).

The strategy that school uses for the teaching of English reading is also included within this policy.

### St. Joseph's:

- Recognises the effect that a confident, fluent and coherent understanding of English will have on a pupil's progress, both inside and outside of the school environment.
- Understands how a strong grounding in English will impact the future learning and development of a pupil in all aspects of their life
- Provides a balanced and broad curriculum which encompasses writing practice, including handwriting, spelling, widening vocabulary, and writing for different styles, purposes, and audiences, as well as focussing on spoken English, reading, grammar and pronunciation.
- Ensures that all staff members are aware of planning, assessment, teaching and learning requirements for the English curriculum.
- Ensures that all pupils know how to plan, practise and evaluate their work.
- Ensures that all pupils understand all elements of English, as per the national curriculum.

## **1. Legal framework**

- 1.1. This policy has been created with regard to the following statutory guidance:
- DfE (2013) 'English programmes of study: key stages 1 and 2'
  - DfE (2021) 'Statutory framework for the early years foundation stage'
  - DfE (2021) 'The Reading Framework -teaching the foundations of literacy'

## **2. Roles and responsibilities**

- 2.1. The **headteacher** is responsible for:
- Appointing an appropriate **subject leader**.
  - Ensuring that appropriate procedures are in place for reporting and managing accidents.
  - Ensuring that effective health and safety procedures are in place.
  - Completing a risk assessment.
- 2.2. The **subject leader** is responsible for:
- Encouraging staff to provide effective learning opportunities for pupils.
  - Help to expand on colleagues' areas of expertise in English.
  - Organising the deployment of resources and carrying out an annual audit of all related resources.
  - Liaising with teachers across all phases.
  - Communicating developments in the subject to all teaching staff and the senior leadership team (SLT), as appropriate.
  - Leading staff meetings and providing staff members with the appropriate training.
  - Organising, providing and monitoring CPD opportunities regarding English skills.
  - Ensuring common standards are met for recording and assessing pupils' performance.
  - Advising on the contribution of English in other curriculum areas, including cross-curricular and extra-curricular activities.
  - Collating assessment data and setting new priorities for the development of English in subsequent years.
- 2.3. The classroom teacher(s) is/are responsible for:
- Acting in accordance with this policy.
  - Ensuring progression of pupils' English skills, with due regard to the national curriculum.
  - Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
  - Liaising with the **subject leader** about key topics, resources and support for individual pupils.
  - Monitoring the progress of pupils in their class and reporting this on an **annual** basis.
  - Reporting any concerns regarding the teaching of the subject to the **subject leader** or a **member of the SLT**.
  - Undertaking any training that is necessary in order to effectively teach English.

- 2.4. The special educational needs coordinator (SENCO) is responsible for:
- Liaising with the **subject leader** in order to implement and develop specialist English-based learning throughout the school.
  - Organising and providing training for staff regarding the English curriculum for pupils with special educational needs and disabilities (SEND).
  - Advising staff on how best to support pupils' needs.
  - Advising staff on the inclusion of English objectives in pupils' individual educational plans.
  - Advising staff on the use of teaching assistant (TAs) in order to meet pupils' needs.
- 2.5. The pupil is responsible for:
- Ensuring they complete work on time and to the best of their ability.
  - Ensuring they behave in accordance with the **Pupil Code of Conduct**.

### **3. Early years foundation stage (EYFS)**

- 3.1. All pupils within the EYFS are taught to develop their English skills as an integral part of the topic work covered during the academic year.
- 3.2. All English objectives are underpinned by the areas of learning and development that are required to shape educational programmes in early years settings.
- 3.3. In accordance with the English area of the early learning goals outlined in the 'Statutory framework for the early years foundation stage' (2021), pupils will be taught to:
- Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.
  - Answer 'how' and 'why' questions about their experiences and in response to stories or events.
  - Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.
  - Develop their own narratives and explanations by connecting ideas or events.
  - Be confident with speaking in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.
  - Work as part of a group or class and understand and follow the rules.
  - Read and understand simple sentences.
  - Use phonic knowledge to decode regular words and read them aloud accurately.
  - Read some common exception words.
  - Demonstrate understanding when talking with others about what they have read.
  - Use their phonic knowledge to write words in ways which match their spoken sounds.
  - Write some common exception words.
  - Write simple sentences which can be read by themselves and others.
  - Spell some words correctly and others are phonetically plausible.

- Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.

#### **4. Teaching and learning**

- 4.1. The English curriculum is delivered **five** times a week for KS1 and **KS2**.
- 4.2. Grammatical errors are corrected on written work by classroom teachers, and discussed orally with pupils where necessary.
- 4.3. Classroom teachers will use high-quality resources which effectively model English skills and demonstrate good practice.
- 4.4. Pupils will be encouraged, by their classroom teachers, to discuss their English skills with their peers and with the whole class before beginning their written work.
- 4.5. Pupils will be given sufficient time to discuss, plan and edit their work.
- 4.6. In regards to handwriting, writing frames and scaffolds will be provided for pupils who are less confident, in order to develop their handwriting skills.
- 4.7. To broaden pupils' vocabulary and improve understanding, the following teaching methods will be implemented by classroom teachers:
  - Spelling lists taken home weekly to practise.
  - Key vocabulary relevant to each topic shared and revisited daily with the children.
  - Key words displayed on knowledge organisers in children's books and on the school website.
  - Using displays of key words linked to topics and subjects.
  - Practising using the correct vocabulary orally.
  - Dedicating lessons focussed on word patterns and choices.
  - Encouraging the use of dictionaries and thesauruses.
  - Reading a variety of examples of texts to explore new vocabulary.
  - Providing one-to-one support, where necessary.
- 4.8. Classroom teachers will encourage the development of speaking and listening through activities within each English lesson.
- 4.9. Speaking and listening will be commented where appropriate.
- 4.10. Systems such as 'collaborative group work' structures are to be used to ensure active participation in group and class discussions.
- 4.11. Pupils will be provided with checklists to self-assess their work and the work of peers, so they can share ideas and evaluate work effectively.
- 4.12. The classroom teacher, in collaboration with the **subject leader**, will ensure that every pupils' needs are met by:
  - Setting tasks which can have a variety of responses.
  - Providing resources of differing complexity, according to the ability of the pupils.
  - Utilising TAs to ensure that all pupils are satisfactorily supported.

#### **5. Planning**

- 5.1. Planning of the English curriculum is focussed on five core areas:
  - Teaching pupils to read easily, fluently and with good understanding.
  - Developing the habit of reading widely and often, for both pleasure and information, which in turn will develop an appreciation for our literary heritage.
  - Pupils will acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.

- Pupils will write clearly, accurately and coherently, adapting language and style in and for a range of contexts, purposes and audiences.
  - Ensuring pupils feel confident with discussion; pupils should be able to elaborate and explain clearly their understanding and ideas, in order to learn.
- 5.2. The school creates long-term, medium term and short-term plans for delivery of the writing curriculum – these are as follows:
- Long-term: includes the topics studied in each term during the key stage.
  - Medium-term: includes the details of work studied during each term.
  - Short-term: includes the details of work studied during each lesson.
- 5.3. The **subject leader in coordination with SLT** is responsible for reviewing long-term and medium-term plans and communicating those to teachers.
- 5.4. Teachers are responsible for reviewing and updating short-term plans, building on the medium-term plans, taking into account pupils' needs and identifying the methods in which topics could be taught.
- 5.5. All relevant staff members are briefed on the school's planning procedures as part of their staff training.
- 5.6. In the school, English is taught both as a singular lesson and as part of cross-cultural themes where appropriate.
- 5.7. Teachers will use the key learning content in the DfE's statutory guidance 'English programmes of study: key stages 1 and 2', published in 2013.
- 5.8. Lesson plans will demonstrate a balance of interactive and independent elements used in teaching, ensuring that all pupils engage with their learning.
- 5.9. There will be a clear focus on direct, instructional teaching and interactive oral work with the whole class and targeted groups.
- 5.10. Long-term planning will be used to outline the units to be taught within each year group.
- 5.11. Short term planning will be used to outline the vocabulary and skills that will be taught in each unit of work, as well as highlight the opportunities for assessment.
- 5.12. Short term plans will identify learning objectives, main learning activities and differentiation between units of work.
- 5.13. Long term and short-term plans will be shared with the **subject leader** to ensure there is a progression between years.
- 5.14. Schemes of works for phonics, grammar and spelling are used when developing lesson plans to ensure developmental learning, building on pupils' prior knowledge.
- 5.15. All English activities are built so that they build upon a pupil's prior knowledge. All pupils of all abilities are provided with the opportunity to develop their skills, knowledge and confidence, ensuring progression through increasing class challenges.
- 5.16. All lessons will have clear learning objectives, which are shared and reviewed with pupils.
- 5.17. Teachers will plan homework that will take a variety of formats, including reading, writing, speaking, and comprehension tasks, which will ensure positive learning for pupils through different teaching techniques.

**6. Our English Curriculum and Core Text Rationale:** Our English Curriculum (Appendix 2) has been designed and planned around the use of a range of high-quality core texts (Appendix 4).



## Core Text Overview Year 2 Example:

Year 2						
Term	Autumn		Spring		Summer	
Core Texts	  	  	  	  	   	   
Supplementary Texts	  	  	  	  	  	  
Shared Readers	 	 	 	 	  	  
Poetry	 	 	 	 	 	 

At St Joseph's we believe that the use of high-quality books within the reading curriculum is at the heart of our schools' approach to engage and support children to become motivated and independent readers. If children enjoy reading, they read more frequently and become better readers.

Teachers at St Joseph's have chosen texts, which enthuse, motivate and provide increasing challenge to our children in each year group. A range of genres and text types have been selected each half-term, in order to ensure children have access to a varied reading diet with a breadth and depth of authors, genres and styles of text. A range and breadth of texts allows children to hear and appreciate a wide range of voices and writing styles, investigating how language can be used for a variety of different purposes and audiences and to inspire them to read for purpose and pleasure.

As stated by the Centre for Literacy in Primary Education, 2020, 'Well chosen texts also expose children to a wider range of language and vocabulary in a supportive context. Well chosen texts enable adults to take time to discuss new words and have rich discussions around texts shared to allow children to consolidate their understanding.'

Within our Core Text overview, we have chosen to begin with exposure to traditional tales in Reception and KS1, moving on to fables in LKS2 and then progressing to Myths and Legends in UKS2. This strategy has been planned in order to develop gradual exposure to a range of increasingly challenging linked genres.

Similarly, we have another thread from Year 2 onwards, whereby children are introduced to classical texts, such as Alice in Wonderland by Lewis Carroll, progressing on to a range of Shakespearean texts in KS2, exposing children to increasingly more difficult ideas and language.

As evident in the Core Text image above, each half-term children will also listen to a range of poetry, often linked to a theme that they are learning about in class. This ensures children have access and exposure to various forms of poetry and poets across the year and throughout their academic journey at St Joseph's.

The texts are used as the basis of the English Curriculum to inform the planning of quality writing outcomes for the children. Texts have also been chosen with a balance of fiction and non-fiction and units have been purposely planned to ensure children have knowledge of a concept, prior to writing




about it. For example, in Year 2, writing instructions about ‘how plants grow’, prior to writing an alternative version of Jack and the Beanstalk ensures descriptions and knowledge of plants growing are accurate and children have an understanding of the key vocabulary.

Teachers have thought carefully about the texts chosen to ensure throughout their writing journey across the school, children are exposed to different styles, purposes and forms of writing.

See Writing Purpose Overview image below:

**Writing Purpose Coverage**  
*St Joseph's Catholic Infant and Junior Schools, Birtley*



	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
<b>EYFS</b>	I can make marks - Inform I can form letters - Inform I can begin to combine letters to write VC/CVC words - Inform I can write my name - Inform I can label a picture - Inform I can begin to write a sentence - Inform				I can write a list - Inform I can write text for a poster - Inform I can write a sentence to express my ideas - Inform/entertain I can write a plan - Entertain/inform I can write my full name - Inform I can write a sign - Inform I can write a description of my creative work - Entertain				I can write a simple recount - Entertain I can write instructions - Inform I can write a story - Entertain I can write a letter - Inform I can write a prediction - Entertain			
<b>Year 1</b>	Entertain Narrative		Inform Informal Letters		Entertain Descriptions		Entertain Narrative		Inform Information Reports		Entertain Poetry	
<b>Year 2</b>	Entertain Narrative		Inform Non-Chronological Report		Entertain Postcard		Inform Letter & Chronological Report		Entertain Diary Entry & Haiku Poem		Inform Newspaper Report	
									Entertain Setting description Character description Kenning Poem		Inform Biography	
<b>Year 3</b>	Inform Non-Chronological Report		Entertain Narrative (setting)		Inform Instructions		Entertain Narrative (from an alternative viewpoint)		Inform Advertisement		Entertain Recount	
									Persuade Letter		Entertain Playscript and Newspaper Report	
<b>Year 4</b>	Entertain Narrative		Inform Newspaper		Entertain Narrative		Inform Explanation		Persuade Persuasive Speech		Inform Non-Chronological Report	
									Entertain Playscript		Entertain Fantasy	
<b>Year 5</b>	Inform Instructions Biography		Inform Non-Chronological Report		Entertain Poetry		Inform Non-Chronological report Critical review		Entertain Extended Narrative Myth		Inform Recount	
									Inform Non-Chronological Report		Persuade Letter/Speech	
<b>Year 6</b>	Entertain Diary Entry		Discuss Balanced Argument		Persuade Persuasive Advert		Discuss Critical Review		Inform Non-Chronological Report - Mayans		Entertain Narrative	
									Persuade Persuasive Letter		Entertain Narrative	
<b>Key</b>	Entertain		Inform		Persuade		Discuss					

## 7. The Learning Journey Sequence Throughout an English Unit of Study

In order to promote a standardised approach to English reading and writing – it is vital that we recognise the components of an effective English strategy.

- Listening and attention
- Oral communication
- Phonics
- English reading
- English writing
- English grammar, punctuation and spelling
- English outcomes and displays as products

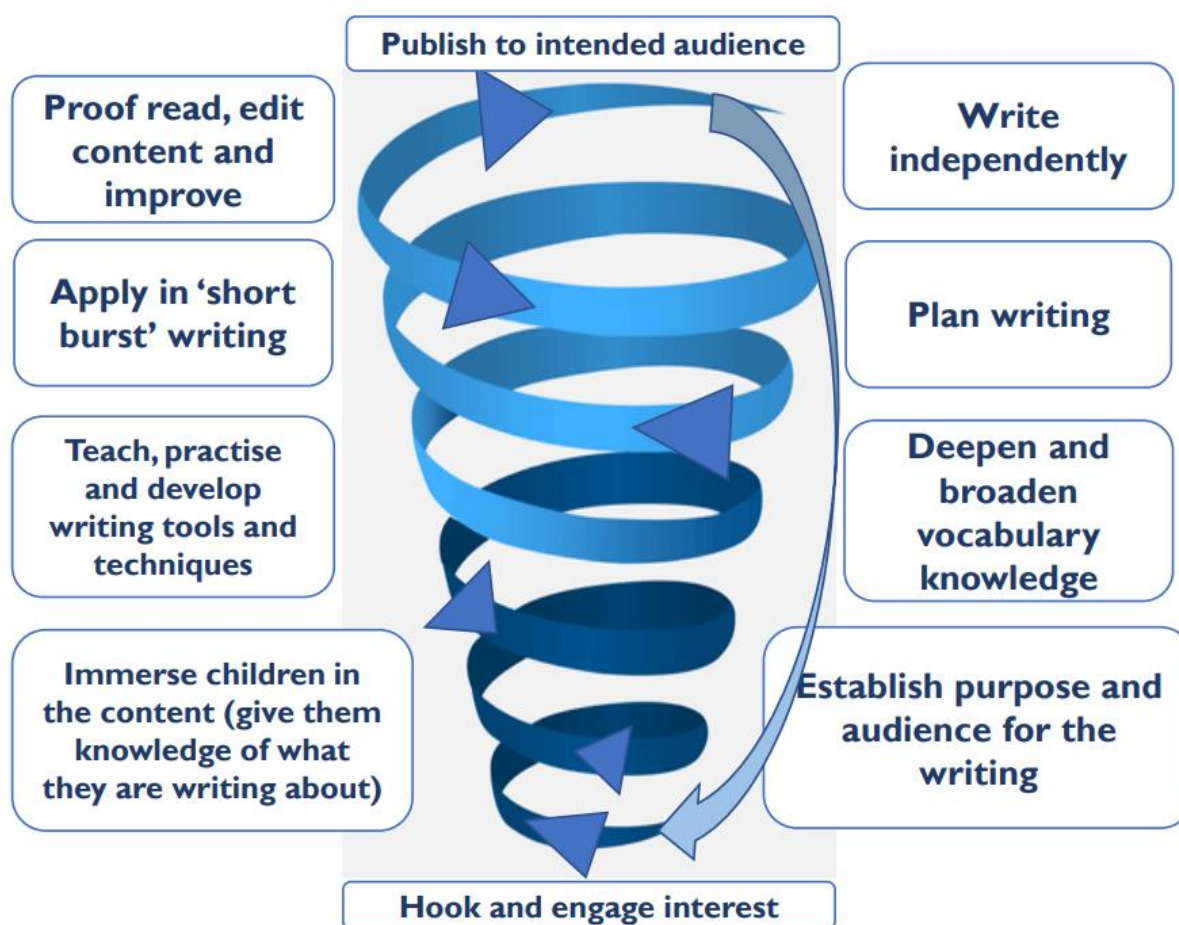
### A week of EYFS English Teaching and Learning should broadly consist of:

- x1 small group shared read of the weekly focus text.
- x2 writing task (small group).
- x1 shared read of Rocket Phonics target reading books.

### A week of KS1 and KS2 English teaching and learning should broadly consist of:

- x1 reading comprehension lesson
- x1 discrete spelling, punctuation and grammar (SPaG) lesson
- x3 writing and composition lessons (which will include elements of SPaG and reading)

This cycle then repeats over roughly 2-3 weeks KS1 and 3-4 weeks KS2 – see spiral image below (see Appendix 5 for full document).



**An English unit of study should broadly consist of\*:**

<b>Year 5 Example</b>	<b>Day 1</b>	<b>Unit of Study - Narrative</b>
<b>1</b>	English comprehension <i>N.C. Objective: 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</i>	Developing 3-mark answers for point, evidence and evaluation <i>N.C. Objective: making comparisons in and across books</i>
<b>2</b>	English Writing Vocabulary, grammar and punctuation	Revisit N.C. Objective: using the perfect form of verbs to mark relationships of time and cause <i>N.C. Objective: using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</i>
<b>3</b>	English Composition	Devise a plan for the narrative unit <i>N.C. Objective: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</i>

<b>4</b>	English Composition Opening scene	<i>N.C. Objective: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</i> <i>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</i>
<b>5</b>	English Composition Opening scene	<i>N.C. Objective: using a wide range of devices to build cohesion within and across paragraphs</i>
<b>6</b>	English comprehension <i>N.C. Objective: 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</i>	<i>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</i> <i>predicting what might happen from details stated and implied</i> <i>summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</i>
<b>7</b>	English Writing Vocabulary, grammar and punctuation	Revisit N.C. Objective: using semicolons, colons or dashes to mark boundaries between independent clauses
<b>8</b>	English Composition Middle sections – the plot	<i>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</i> <i>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</i>
<b>9</b>	English Composition Middle sections – the plot	<i>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</i> <i>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</i> <i>provide reasoned justifications for their views</i>
<b>10</b>	English comprehension	<i>identifying how language, structure and presentation contribute to meaning</i> <i>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</i>
<b>11</b>	English Writing Vocabulary, grammar and punctuation	<i>using brackets, dashes or commas to indicate parenthesis</i>
<b>12</b>	English Composition End of narrative	<i>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</i> <i>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</i>
<b>13</b>	English Composition Revisit draft	evaluate and edit by: 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 proofread for spelling and punctuation errors
<b>14</b>	English Composition Final version	Redraft into a final published version for English writing display perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

***\*While it is impossible to document every single learning journey step, as a broad synopsis – the learning journey of reading and writing should broadly contain the following steps.***

## **8. English Reading**

*See also Reading Strategy*

There is much debate about the best way to teach children to read. Equally, we recognise that no two schools are the same and they will differ in philosophy and approach to the teaching of reading.

Here at St. Joseph's, we recognise the importance of reading, and especially recognise the importance of hearing children read aloud.

In September 2022, The National Literacy Trust shared a study about children and young people's reading engagement, which concluded, '*Fewer than 3 in 10 (28.0%) children and young people aged 8 to 18 said that they read daily.*'

If children are to attain competence in the following National Curriculum objectives:

- *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*

then it is vital that teachers hear children read.

We acknowledge that in each different phase of primary education and in each different classroom, this may look different. But St. Joseph's also recognise the importance of early reading - developing an automaticity, fluency and stamina for reading aloud.

**Guided Reading & Whole-Class Shared Reading:** In Early Years, we make a commitment to hear pupils read aloud once per week, either one-to-one with an adult or in small, guided groups, where early inference and predictions can be taught.

In Key Stage 1, we make a commitment to hear pupils read aloud 1:1, at least once per week. In Years 1 and 2, this will be through the use of targeted readers and home reading books linked to the Rocket Phonics strategy. Reading aloud to a teacher or teaching assistant (TA) is documented in pupils' reading diaries and on the in-house tracking sheet. This allows staff to assess the pupils and check they are maintaining pace with the taught curriculum.

Additionally, in Years 1 and 2, children access whole class and small group guided reading sessions twice a week within their blending phonics sessions. Whole class shared reading takes place, during the reading of the Big Book text, when the teacher asks the children inference and deduction questions relating to the story. Small group guided reading (in groups of roughly 4-6) takes place, when children are working with an adult and accessing the reading section of the phonics pupil booklet.

KS1 will also have 2-3 discrete twenty-minute guided reading lessons built into the weekly timetable, following the same format as Year 3. *(For more information, see the outline of a guided reading session below.)*

As pupils move into Key Stage 2, depending upon their competency in reading, depends upon the strategy which is implemented by the class teacher. In Year 3, taking into account the needs and abilities of the cohort, children will either access 2 discrete, twenty-minute guided reading lessons or 2 twenty-minute whole class shared reading sessions.

In Years 4, 5 and 6, where pupils attain competency in reading, the class will move to guided reading via a shared class text, 2 times a week for twenty-minutes – which is deemed to be more time efficient than reading in small groups - meaning that all pupils in class get access to quality-first teacher input.

**Guided Reading Sessions:** A typical formal guided reading session will consist of 2 groups reading with an adult, sharing the text and asking and responding to various VIPER style reading questions (see Appendix I- Reading Strategy). The other reading groups will access Lexia Core Plus, Reading Plus, or a suitable reading activity, independently.

**KS2 Whole-Class Shared Reading Sessions:** Class teachers are responsible for teaching children how to read fluently, for both meaning and pleasure. Whole-class shared reading lessons take place in class to provide pupils with the opportunities to develop both their word reading skills and their comprehension skills.

Lessons are planned to cover all the National Curriculum reading objectives and texts are chosen at an appropriate level to enable both a sense of success and an element of challenge. Shared reading lessons at St. Joseph's are based on a book that is currently being read in class, a text extract or even a thought-provoking video (to develop skills which are used when reading text). There are opportunities for pupils to read aloud and to discuss the text in detail.

Whole-class shared reading sessions are mostly verbal lessons, often with questions that pupils will answer on whiteboards and show the teacher for assessment purposes, however they may occasionally include answering questions and sharing ideas in writing, which would be recorded in pupils' English books.

At St. Joseph's, we regularly use reading VIPERS (see Appendix I – Reading Strategy) when teaching shared reading and comprehension skills.

**Reading Intervention:** Where pupils are operating below the year group expectation for reading, then they will access additional reading either through a prescribed intervention method e.g. Boosting Reading Potential (a 30 session, 10-week one-to-one programme), or via more regular in-house input in the classroom.

The non-statutory National Curriculum guidance states:

*'Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves.'*

St. Joseph's curriculum purposely focuses on novels and texts as a shared reading strategy to ensure that children access a breadth and depth of reading.

## 9. Phonics

Rocket Phonics for Reception, Year 1 and Year 2, is a DfE validated SSP programme that ensures every child keeps up not catches up in phonics. St. Joseph's chose the Rocket Phonics scheme as a vehicle for their phonological delivery because of its purposeful approach which connects phoneme, grapheme and orthographic correspondence.

Additionally, we believe that the introduction of one sound every two days ensures that there is sufficient time for consolidation and practice as each two-day period is broken down into one day of blending and one day of segmenting.

The strategy ensures that each child is exposed to quality-first teaching in the classroom, and then utilises the phonics practice workbook to support pupils' phonological acquisition. Should a child have a special educational need (SEN), which means they are working at a level whereby they are unable to access the phonics practice book which is being taught to the whole class, then the child should access the corresponding booklet for their stage of development and, where necessary, this would be supported by an adult.

With adult support, some children with SEN may be able to access the phonics practice book which is being taught to their class. These children should also access regular phonics interventions at least 3 times per week at a phase which is relevant to their knowledge and understanding. When phonics intervention is required, we endeavour to keep pupils' in core subjects and will only take them out for intervention if it is absolutely necessary.

By using this methodology, we ensure that the children most in need of support, get exposure to high-quality teaching and learning, but at the same time, are not capped at a ceiling which is repetitive and limiting.

## 10. Handwriting – *See also separate Handwriting Policy*

St. Joseph's have procured the Penpals handwriting strategy to ensure that pupils fulfil the National Curriculum objectives at the end of Key Stage 2.

### **Handwriting and presentation**

Pupils should be taught to:

- write legibly, fluently and with increasing speed by:
  - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
  - choosing the writing implement that is best suited for a task

Handwriting is taught at least 3 times weekly, for twenty minutes, to ensure that pupils recognise the importance of legible, joined-up handwriting and know how to execute each letter formation.

Resources of workbooks and textbooks have been procured for Reception to Year 6 – where teachers feel it necessary to teach handwriting outside of the Penpals suggested objectives – then joins should focus and link to the spelling strategy being taught that week e.g. 'auto' stem words.

We know that good handwriting habits form at an early age. We therefore must place significance importance on the teaching of handwriting accuracy in EYFS and KS1, to ensure that we meet the curriculum objectives in UKS2.

## 11. Homework

- 11.1. Homework will be set as per the timetable below and will follow and build upon the week's lesson objectives.
- 11.2. Homework will be varied according to the different abilities of pupil – this includes difficulty and the time required to complete work.
- 11.3. Homework will focus on numerous aspects of English, for example, handwriting practice, reading, expanding vocabulary etc.
- 11.4. English homework is distributed to pupils as follows:

Year group	Numbers of tasks
Reception	x3 reading books a week 1 via Tapestry
Years 1 and 2	x3 reading books a week 1 x Comprehension or SPaG (fortnightly) x1 weekly spelling homework linked to phonics being taught in class.
Years 3 - 5	x2 reading books a week (longer chapter texts) 1 x Comprehension or SPaG (fortnightly) x1 weekly spelling homework linked to statutory spelling lists
Year 6	x1-2 books a week, depending upon the length of the text 1 x Comprehension or SPaG (weekly) x1 weekly spelling homework linked to statutory spelling lists

- 11.5. Pupils will be set **daily** homework to practise reading.
- 11.6. In KS1, spelling homework is linked to the current week's phonics teaching and learning. In KS2, spelling homework is linked to the National Curriculum Statutory Spelling lists for each year group and phonics if applicable.
- 11.7. Writing tasks; including story writing, handwriting practise, and writing to improve stamina etc. will be set.

## 12. Assessment and reporting

- 12.1. Pupils will be assessed and their progression recorded in line with the school's **Assessment Policy**.
- 12.2. Children aged between three and four will be assessed in accordance with the 'Statutory framework for the early years foundation stage' 2021, in order to identify each child's strengths and identify any areas where progress is below the expected level.
- 12.3. An EYFS Profile will be completed for each pupil in the final term of the year in which they reach age five.
- 12.4. The progress and development of pupils within the EYFS is assessed against the early learning goals outlined in the 'Statutory framework for the early years foundation stage'.
- 12.5. Throughout the year, teachers will plan on-going creative assessment opportunities in order to gauge whether pupils have achieved the key learning objectives.
- 12.6. Assessments will be undertaken in various forms, including the following formative and summative assessments:
  - Talking to pupils and asking questions.



- Discussing pupils' work with them.
  - Marking work against the learning objectives.
  - Pupils' self-evaluation of their work and their peers' work.
  - Classroom tests and formal exams.
- 12.7. Teachers regularly monitor the progress of pupils during lessons. When doing so, they consider, but are not limited to, the following questions:
- Is the writing legible?
  - Are letters in the correct shape?
  - Is the space between words, lines and letters appropriate?
  - Is the size of the writing appropriate?
  - How many pupils are achieving the standards set out in the National Curriculum?
  - Is there undue hesitation when reading?
  - Can the pupil decipher an unknown word?
  - Is the pupil confident with reading aloud?
  - Can the pupil speak with confidence?
  - Is the pupil making the expected progress set out in the national curriculum?
- 12.8. Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and inform their immediate lesson planning.
- 12.9. In terms of summative assessments, the result of end-of-year assessments will be passed to the relevant members of staff, such as pupils' future teachers, in order to demonstrate where pupils are at a given point.
- 12.10. Standardised tests will be used once a year, towards the end of the academic year, to measure each pupil's attainment in all areas of English. These results will be compared with an 'average' for all pupils of that age.
- 12.11. Parents will be provided with a written report about their child's progress during the **summer** term every year. These will include information on pupils' attitudes towards English and their progress. An opportunity will be provided for parents to discuss this report with the relevant teachers.
- 12.12. Verbal reports will be provided at parent-teacher interviews during the **autumn** and **spring** terms.
- 12.13. The progress of pupils with SEND will be monitored by both the class teachers and the **SENCO**.

### **13. Cross-curricular links**

- 13.1. The English skills that are developed in English lessons are applied to and in every lesson that is conducted in accordance to the National Curriculum. English skills make up the basis for all other future skills.

#### **Mathematics:**

- Regarding mathematics, English skills contribute greatly. EYFS students encounter patterns, spaces and shapes in English lessons.
- Further on in their development, pupils will learn a new and wider vocabulary which will include mathematic-specialist terms.

- Children in KSI come across stories that involve rhymes that include counting and sequencing.

#### **Science:**

- Pupils are expected to engage in research during science lessons. English skills are used here for writing a range of reports, and for verbally explaining their findings to the class and to a teacher.

#### **Humanitarian subjects:**

- Humanitarian subjects include history, geography and religious studies. These subjects require a technical and subject-specific jargon. English skills will be utilised here when learning the new jargon.
- Researching is also required for these subjects, meaning that the register in which any work is written often needs to be adapted depending upon the task set.

#### **Drama:**

- English skills are fundamental for oral expression. Effective English skills will ensure a pupil feels confident taking part in group tasks and class discussion/performance.

#### **Computing:**

- Using computer software, such as Word, develops a pupil's understanding of jargon, lexicon, sentence structure and many grammatical rules.

### **14. Equal opportunities**

- 14.1. All pupils will have equal access to the English curriculum.
- 14.2. Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing English lessons.
- 14.3. If English is an additional language (EAL), wherever available, a TA will be allocated to the pupil to provide extra help where needed. Additionally, outside support can be offered to the pupil.
- 14.4. Where it is inappropriate for a pupil to participate in a lesson due to reasons related to any of the factors outlined above, the lesson will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.
- 14.5. Cultural and gender differences are positively reflected in lessons and teaching materials used.

### **15. Monitoring and review**

- 15.1. This policy will be reviewed **annually** by the **subject leader**.
- 15.2. The **subject leader** will monitor teaching and learning in English at **St. Joseph's Catholic Infant and Junior Schools**, ensuring that the content of the National Curriculum is covered across all phases of pupils' education.
- 15.3. A named **member of the governing board** will be briefed to oversee the teaching of English and meets regularly with the **subject leader** to review progress.
- 15.4. Any changes made to this policy will be communicated to all teaching staff.

**Reviewed and updated: March 2023**  
**By R. Nutton – English Lead**

## **16. Appendix 1:**

### **Early Years Foundation Stage Early Learning Goals**

#### **Communication and Language**

Listening, Attention and Understanding ELG. Children at the expected level of development 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.
- 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 ELG Children at the expected level of development 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.
- 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.

#### **Literacy**

Comprehension ELG. Children at the expected level of development will:

- 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 ELG. Children at the expected level of development will:

- 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 ELG. Children at the expected level of development will:

- 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.

### **English programmes of study: Key Stages 1 and 2**

All pupils within KS1 and KS2 are taught English in line with the requirements of the English National Curriculum.

#### **Years 1-6**

##### **Spoken language:**

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

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

## **Year 1**

### **Reading – word reading:**

- 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 Grapheme Phoneme Correspondences (GPCs) that have been taught.
- 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 and we'll, and understand that the apostrophe represents the omitted letter(s).
- Accurately read aloud 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.

### **Reading – 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.
  - 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.
- Understand both the books they can already read accurately and fluently and those 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 correct 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.
- Participate in discussion about what is read to them, taking turns and listening to what others say.
- Explain clearly their understanding of what is read to them.

### **Writing – transcription:**

- Spell:
  - 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.
- Add prefixes and suffixes:
  - Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.
  - Using the prefix un-.
  - Using -ing, -ed, -er and -est where no changes are needed in the spelling of root words, for example helping, helper, eating, quicker and quickest.
- Apply simple spelling rules and guidance as seen in the National Curriculum.
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

### **Handwriting:**

- Sit correctly at a table, holding a pencil comfortably and correctly.
- Begin to form lower-case letters in a 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 practice these.

### **Writing – composition:**

- Write sentences by:
  - 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.
- Discuss what they have written with the teacher or other pupils.
- Read aloud their writing clearly enough to be heard by their peers and the teacher.

### **Writing – vocabulary, grammar and punctuation:**

- Develop their understanding of the concepts set out in the English overview by:
  - Leaving spaces between words.
  - Joining words and joining clauses using.
  - 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.
- Use the grammatical terminology in English overview in discussing their writing.

## **Year 2**

### **Reading – word reading:**

- Continue to apply phonetic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent.
- Read accurately by blending the sounds in the 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.
- 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.

## **Reading – comprehension:**

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - Listening to, discussing and expressing views about a wide range of contemporary and classical 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.
  - 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 books that they can already read accurately and fluently and those they listen to by:
  - Drawing on what they already know, or background information and vocabulary provided by the teacher.
  - Checking that the text makes sense to them as they read and correct inaccurate reading.
  - Making inferences on 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.

## **Writing - transcription:**

- Pupils should be taught to spell by:
  - 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 spelling, including a few common homophones.
  - 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.
- Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.
- Apply spelling rules and guidance.
- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

### **Handwriting:**

- Pupils should be taught to:
  - 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 which letters, when adjacent to one another, are best left unjoined.
  - 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.

### **Writing – comprehension:**

- Develop positive attitudes towards and stamina for writing by:
  - Writing narratives about personal experiences and those of others (real and fictional).
  - Writing about real events.
  - Writing poetry.
  - Writing for different purposes.
- Consider what they are going to write before beginning by:
  - 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.
- Make simple additions, revisions and corrections to their own writing by:
  - 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.
  - Proofreading to check for errors in spelling, grammar and punctuation, for example end of sentences punctuated correctly.
- Read aloud what they have written with appropriate intonation to make the meaning clear.

### **Writing – vocabulary, grammar and punctuation**

- Develop their understanding of the concepts set out in the English overview by:
  - Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks,

commas for lists and apostrophes for contracted forms and the possessive (singular).

- Learn how to use:
  - Sentences with different forms: statement, question, exclamation, command.
  - Expand upon 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.
  - Some features of the written Standard English.
- Use and understand the grammatical terminology in the English overview in discussing their writing.

### **Years 3 and 4**

#### **Reading – word reading:**

- Apply their growing knowledge to root words, prefixes and suffixes (etymology and morphology), 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.

#### **Reading – Comprehension:**

- Develop positive attitudes to reading and understanding of what they read by:
  - 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 perform, showing understanding through intonation, tone, volume and action.
  - Discussing words and phrases that capture the reader's interests and imagination.
  - Recognising some different forms of poetry, for example free verse, narrative poetry.
- Understanding what they read, in books they can read independently, by:
  - 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.
- Retrieve and record information from non-fiction.
- 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.

### **Writing - transcription:**

- Use further prefixes and suffixes and understand how to add them to root words.
- Spell further homophones.
- Spell words that are often misspelt.
- 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.

### **Handwriting:**

- 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).

### **Writing – composition:**

- Plan their writing by:
  - 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.
- Draft and write by:
  - Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.
  - 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.
- Evaluate and edit by:
  - Assessing the effectiveness of their own and other’s writing and suggest improvements.
  - Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
- Proofreading 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.

### **Writing – vocabulary, grammar and punctuation:**

- Develop their understanding of the concepts set out in the English overview by:
  - 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 .
- Indicate grammatical and other features by:
  - Using commas after fronted adverbials.
  - Indicating possession by using the possessive apostrophe with plural nouns.
  - Using and punctuating direct speech.
- Use and understand the grammatical terminology in English accurately and appropriately when discussing their writing and reading.

## **Years 5 and 6**

### **Reading – word reading:**

- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.

### **Reading – comprehension:**

- Maintain positive attitudes towards reading and understanding by:
  - 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.
- 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.
- Understand what they read by:
  - 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.
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- Distinguish between statements of fact and opinion.
- Retrieve, record and present information from non-fiction.
- 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.
- 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.
- Provide reasoned justifications for their views.

### **Writing – transcription:**

- Use further prefixes and suffixes and understand the guidance for adding them.
- 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.
- 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 in order to expand vocabulary.

### **Handwriting and presentation:**

- Write legibly, fluently and with increasing speed by:
  - Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.
  - Choosing the writing implement that is best suited for a task.

### **Writing – composition:**

- 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.
  - 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.
- Draft and write by:
  - 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.
- Evaluate and edit by:
  - 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.
- Proof-read for spelling and punctuation errors.
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

### **Writing – vocabulary, grammar and punctuation:**

- Develop their understanding of the concepts set out in the English overview by:
  - Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.

- 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 the English overview.
- Indicate grammatical and other features by:
  - 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.
  - Use and understand the grammatical terminology accurately and appropriately in discussing their writing and reading.



## Appendix 2 – Whole School English Curriculum - Reception – Year 6

### Links to the Early Years and Foundation Stage Curriculum

#### **Communication, Language and Vocabulary Development**

The DfE states that, *'the development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial.'*

Here, at St. Joseph's this attitude underpins our whole school curriculum. Staff recognise this as the foundation in which children build upon in subsequent years. Therefore, at the heart of each adult planned, child-initiated engagement and through our day-to-day modelling and interactions, is the drive to develop both expressive and topic specific vocabulary. We encourage the children to become skilful communicators, to enjoy using language in their play and to develop their confidence in speaking and listening. Staff recognise the importance of modelling standard English, orchestrating experiences and situations in which pupils can learn, develop and consolidate clear and fluent communication and language skills. This emphasis on speaking and listening is the foundation for all literacy development. Opportunities are provided for children to express themselves through drama, role-play and writing activities.

#### **English**

The DfE states that, *'It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth.'*

At St. Joseph's, we recognise the importance of equipping all of our pupils with the ability to read and write, but also aim to instil a love of lifelong learning through wider reading experiences. Our children are given exciting opportunities to develop specific reading and writing skills to participate successfully in society. The Early Years curriculum is story book based and aims to provide a stimulating and vocabulary rich environment where children enjoy a range of reading and mark making experiences, in both the outdoor and indoor environments.

Phonics is the foundation of early reading and writing. Therefore, is a high priority within the EYFS, KS1 and in KS2. We have adopted a whole school phonics scheme, which begins in Reception right through to Key Stage 2. This consistent and rigorous approach to phonics ensures that pupils have access to high quality teaching, resources and most importantly, consistency. Pupils are taught phonics in a systematic and cumulative approach which allows each subsequent phase to build on from the next, with a clear focus on developing both blending for reading and segmenting for writing.

*'Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive.'*

Furthermore, as the DfE states in the above paragraph, reading opens doors for children and enables them to access a wider curriculum, develop an understanding of the world around them and ultimately thrive in an ever-changing society. Our curriculum aims to provide a strong foundation or success. Through carefully planned English tasks, an emphasis on expressive and topic specific language as well as a pure enjoyment of the subject, we will instil a love of literacy in our children.

Finally, our curriculum here at St. Joseph's ensures that all staff have high expectations for our pupils irrespective of their social, emotional or academic background. Staff demonstrate their expectations through carefully planned and sequenced units of study, exciting learning opportunities both inside and outside of the classroom environment, make clear links with the wider curriculum and engaging enrichment opportunities. Our English curriculum aims to be purposeful, progressive and inclusive, build on skills and knowledge year on year. Therefore, allowing our pupils to leave St. Joseph's equipped with the knowledge, skills and confidence to able to function in society and set a good basis for further development in secondary education.

	<b>Early Years Foundation Stage – Reception</b>					
	<b>Learning Overview:</b>  Early Years Statutory Framework states: ‘...that children are encouraged to link sounds and letters and begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.’					
	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>
<b>Topic</b>	<b>Marvellous Me</b>	<b>Our World</b>	<b>Winter</b>	Growing	<b>Life-Cycles</b>	<b>Journeys</b>
<b>Main focus book suggestions (not limited to this selection depending on children’s interests)</b>	The Colour Monster Goes to School  The Very Helpful Hedgehog  The Little Red Hen	Room on the Broom  Owl Babies  Katie and the Starry Night	One Snowy Night  Animals in Winter  Goodnight Moon  Stick Man	The Tiny Seed  Jack and the Beanstalk  Farmer Duck  Oliver’s Vegetables	The Very Hungry Caterpillar  From Tadpole to Frog  The Growing Story	The Snail and The Whale  Tiddler  Whatever Next
<b>Focus</b>	Listening and attending to stories together. Introducing the simple structure of a story and reading left to right/ top to bottom	Stories to create wonder and awe around the theme of celebrations alongside non-fiction texts complementing the learning related to light/dark	Key focus on vocabulary linked with seasonal change/ hibernation and linking this vocabulary with experiences in our outside environment	Use of non-fiction texts to learn new information. Looking at different styles of non-fiction texts eg diary Differentiating between fiction/ non-fiction texts	Using stories and writing to share a message (care of the environment/ creatures) The power of print	Journeys- story maps in fiction and maps in non-fiction texts
<b>Writing Learning Breakdown (objectives)</b>	<ul style="list-style-type: none"> <li>Orally rehearse the story</li> <li>Create a story map to sequence and retell story</li> <li>Use pictures to make a rhyming string e.g. words rhyming with hen</li> <li>Use initial sounds in words to begin to write labels to pictures e.g. hen</li> <li>Begin to break the flow of speech into words to write</li> <li>Begin to write letters to compose lists, captions and short sentences</li> </ul>	<ul style="list-style-type: none"> <li>Orally rehearse the story</li> <li>Create a story map to sequence and retell the story</li> <li>Use initial/some sounds in words to begin to write labels to pictures</li> <li>Begin to break the flow of speech into words to write</li> <li>Begin to write letters to compose lists, captions and short sentences</li> </ul>	<ul style="list-style-type: none"> <li>Orally rehearse the story</li> <li>Create a story map to sequence and retell the story</li> <li>Use initial, medial and final sounds in words to write labels to pictures</li> <li>Begin to break the flow of speech into words to write</li> <li>Begin to write letters using sounds to compose lists, captions, short sentences e.g. speech bubbles</li> </ul>	<ul style="list-style-type: none"> <li>Orally rehearse the story</li> <li>Create a story map to sequence and retell the story</li> <li>Use initial, medial and final sounds in words to write labels to pictures e.g. parts of a plant</li> <li>Begin to break the flow of speech into words to write</li> <li>Begin to write letters using sounds to compose lists, captions and short sentences</li> </ul>	<ul style="list-style-type: none"> <li>Orally rehearse the story</li> <li>Create a story map to sequence and retell the story</li> <li>Compose and write sentences with some finger spaces and some punctuation e.g. capital letter and full stop</li> <li>Begin to write own short stories based on own interests</li> </ul>	<ul style="list-style-type: none"> <li>Orally rehearse the story</li> <li>Create a story map to sequence and retell the story</li> <li>Compose and write sentences with some finger spaces and some punctuation e.g. capital letter and full stop</li> <li>Begin to write own short stories based on own interests</li> </ul>
<b>Reading Learning Breakdown</b>	<ul style="list-style-type: none"> <li>Begin to recognise some CEWs and Phase 2 tricky words</li> <li>Clap syllables in words</li> </ul>	<ul style="list-style-type: none"> <li>Begin to recognise some CEWs and Phase 2 tricky words</li> <li>Clap syllables in words</li> </ul>	<ul style="list-style-type: none"> <li>To recognise more CEWs and Phase 2/3 tricky words</li> <li>Attempt to use letter sounds to read some VC and CVC words</li> </ul>	<ul style="list-style-type: none"> <li>To recognise more CEWs and Phase 2/3 tricky words</li> <li>Attempt to use letter sounds to read CVC words</li> </ul>	<ul style="list-style-type: none"> <li>To recognise more CEWs and Phase 2/3 tricky words</li> <li>Attempt to use letter sounds to read CVC words</li> </ul>	<ul style="list-style-type: none"> <li>To recognise more CEWs and Phase 2/3 tricky words</li> <li>Attempt to use letter sounds to read CVC words</li> </ul>

<b>(objectives)</b>	<ul style="list-style-type: none"> <li>Attempt to use letter sounds to read some VC and CVC words working from left to right</li> <li>Know how to use pictures to support reading and understanding</li> </ul>	<ul style="list-style-type: none"> <li>Attempt to use letter sounds to read some VC and CVC words</li> <li>Know how to use pictures to support reading and understanding</li> <li>Match spoken to written word</li> </ul>	<ul style="list-style-type: none"> <li>Know how to use pictures to support reading and understanding</li> <li>Match spoken to written word</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Know how to use pictures to support reading and understanding</li> <li>Match spoken to written word</li> <li>Begin to check own reading for meaning and syntax, i.e., does it make sense and sound right</li> </ul>	<ul style="list-style-type: none"> <li>Know how to use pictures to support reading and understanding</li> <li>Match spoken to written word</li> <li>Begin to check own reading for meaning and syntax, i.e., does it make sense and sound right</li> <li>Begin to read longer words by chunking parts of a word and identify parts of a word already known)</li> </ul>	<ul style="list-style-type: none"> <li>Know how to use pictures to support reading /understanding</li> <li>Match spoken to written word</li> <li>Begin to check own reading for meaning and syntax, i.e., does it make sense and sound right</li> <li>Take more notice of punctuation to support the use of grammar</li> <li>Begin to read longer words by chunking parts of a word and identify parts of a word already known</li> </ul>
<b>Phonics</b>  <b>Learning Breakdown</b>  <b>(objectives)</b>	s/ as in sun /m/ as in mouse /a/ as in apple /d/ as in dog /t/ as in tap /g/ as in goat /i/ as in insect /o/ as in octopus /p/ as in pan /k/ as in cat /n/ as in net /k/ as in kite l, the, go, to, no, into	/k/ as in duck /f/ as in frog and cliff /e/ as in elephant /l/ as in ladder /u/ as in umbrella /l/ as in shell /r/ as in rabbit /s/ as in dress /h/ as in hat Double consonant letters /b/ as in bat Two syllable words	j/ as in jug /z/ as in bugs /v/ as in van /k+w/ as in queen /w/ as in web Consolidation /k+s/ as in fox /y/ as in yellow /z/ as in zebra and fizzy he, she, we, me, be, was, my, you, her, they, all, are	ch/ as in chick /igh/ as in light /sh/ as in sheep /oa/ as in boat /th/ as in thumb and feather short /oo/ as in book /n+g/ as in ring long /oo/ as in moon /ai/ as in train Consolidation /ee/ as in bee he, she, we, me, be, was, my, you, her, they, all, are	ar/ as in car /air/ as in chair /or/ as in fork /y+oor/ as in manure /ur/ as in purse schwa /uh/ as in hammer /ou/ as in owl Consolidation /oi/ as in coin /eer/ as in ear some, one, said, come, do, so, were, when, have, there, out, like, little, what	w/ as in wheel /ee/ as in shield /fl/ as in dolphin /ee/ as in peach /ai/ as in crayon Consolidation /ai/ as in cake /ai/ as in acorn /ee/ as in scene some, one, said, come, do, so, were, when, have, there, out, like, little, what
<b>Handwriting</b>  <b>Learning Breakdown</b>  <b>(objectives)</b>	The following objectives will be taught and practised through a variety of methods such as sensory writing trays e.g. in rice, sand, shaving foam etc. Using whiteboards and pens, tracker letters, Pen Pals handwriting workbooks, path painting, chalk writing etc. Weekly handwriting / letter formation teaching as part of phonics teaching					
	<ul style="list-style-type: none"> <li>To hold a pencil with a correct grip</li> <li>Begin to form 'long ladder' and anti-clockwise (curly caterpillar) letters following the Pen Pals scheme</li> </ul>	<ul style="list-style-type: none"> <li>To hold a pencil with a correct grip</li> <li>Begin to form 'long ladder' and curly caterpillar letters following the Pen Pals scheme</li> </ul>	<ul style="list-style-type: none"> <li>Begin to form letters with retracable lines ('one armed robot') and zigzag letters following the Pen Pals scheme</li> <li>Revise formation of previously taught letters</li> </ul>	<ul style="list-style-type: none"> <li>Write most letters on request with the correct formation</li> <li>Begin to write on lines showing ascending and descending letters</li> </ul>	<ul style="list-style-type: none"> <li>Write most letters on request with the correct formation</li> <li>To write on narrower lines showing ascending and descending letters</li> </ul>	<ul style="list-style-type: none"> <li>Write most letters on request with the correct formation</li> <li>To write on narrower lines showing ascending and descending letters</li> </ul>
<b>Enrichment Activities to Reinforce Learning</b>	Use small world characters to stimulate imagination and story-telling.  Visit from Birtley Library	Torch light story times,  Christmas decorations in classroom/school  Visit from a Mum with new baby  Visit from Firefighter	Play in the frost/ice/snow  Trying Chinese food in the classroom  World Book Day  Baking / cooking activities	Planting and gardening outside	Observing real tadpoles/ newts/ frogs  Observing caterpillars to butterflies' process	Summer trip  Visit to Birtley Library
<b>Characteristics of Effective Learning</b>	In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice. The three characteristics of effective teaching and learning are; <ul style="list-style-type: none"> <li><b>playing and exploring</b> – children investigate and experience things, and 'have a go'</li> </ul>					

- **active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

## Subject: English

## Year group: 1

Autumn		Spring		Summer	
1	2	1	2	1	2
Overview	Overview	Overview		Overview	Overview
<p><b>Suggested fiction texts:</b> Me and My Feelings- The Colour Monster by Anna Llenas Conker the Chameleon by Hannah Peckham The 3 Little Pigs Goldilocks and The Three bears</p> <p>Where the Poppies Grow Now by Hillary Robinson The Day The Crayons Quit by Drew Daywalt The Crayons' Christmas by Drew Daywalt</p> <p><b>Suggested Poetry:</b> Autumn Senses Poetry- anon</p> <p><b>Suggested non- fiction texts:</b> Fairy-tale News by Jacqui and Colin Hawkins</p> <p><b>The main context</b> for learning is aligned to RHE – transition into Year 1 and New Beginnings and feelings. The texts allow children to address their feelings and find ways to cope with them. They also look at zones of regulation which is implemented in Y1.</p> <p>It then goes on to look at traditional/familiar tales, to give children the opportunity to work on narrative writing with familiar stories to them. There is a link with familiar tales to materials in science.</p> <p>These suggested texts provide an opportunity for pupils to create fiction and non-fiction writing.</p> <p>Building on from Reception, the pupils will write simple sentence to form a narrative.</p> <p>This will provide a basis for pupils to orally plan what they want to write, then accurately transcribe their sentences. They will be encouraged to sit writing on the line, use</p>	<p><b>Suggested fiction texts:</b> Toys in Space by Mini Grey Man on the Moon by Simon Bartram Whatever Next by Jill Murphy Beegu by Alexis Deacon The Darkest Dark by Chris Hadfield How to Catch a Star by Oliver Jeffers Meet the Planets by Caryl Hart</p> <p><b>Suggested Poetry:</b> The Night Sky by unknown author The Moon by Robert Louis Stevenson Sun and Moon by Charlotte Druitt Cole</p> <p><b>Suggested non- fiction texts:</b> Blast off by Shelly Unwin Look Inside Space Usborne books You Choose in Space by Nick Sharratt Imagine by Pie Corbett Curiosity: The Story of a Mars Rover Markus Motum</p> <p><b>The main context</b> for learning is aligned to this term's history unit.</p> <p>The suggested texts provide an opportunity for pupils to write in a range of genres. Pupils' writing will become more independent and will begin to include more description, a</p>	<p><b>Suggested fiction texts:</b> Owl Babies by Martin Waddel</p> <p>What kind of Pet Should I Get? By Dr Zeuss</p> <p><b>Suggested Poetry:</b> There was a Wise Old Owl by Leanne Guenther</p> <p>The Owl and the Pussy Cat by Edward Lear</p> <p><b>Suggested non- fiction texts:</b> Looking After Dogs and Puppies Usborne books</p> <p>All About Tigers!, by Lucy Strange</p> <p>The main context for this learning will be animals linked to science. Pupils will learn how questions can be used as headings to organise information and how adjectives can be used to add description. For the final writing task, pupils will write their own short reports about a rage of animals of their choice using the skills taught.</p> <p>They will be encouraged to sit writing on the line, use spaces between words and begin to use</p>	<p><b>Suggested fiction texts:</b> Lost and Found by Oliver Jeffers Solo by Paul Geraty Trapped by the Ice by Michael Mc Curdy Penguin by Polly Dunbar Tabby Mc Tat by Julia Donaldson</p> <p><b>Suggested non- fiction texts:</b> Penguins (Usborne Beginners), Journey to Antarctica by Julie Hayden Could a Penguin Ride a Bike? By Aleskei Bitskof</p> <p><b>Suggested Poetry:</b> Penguin by Meish Goldish Arctic haiku by Christopher J. Wilson</p> <p><b>The main context</b> for learning is aligned to geography. These suggested texts provide an opportunity for pupils to plan and write a 'meeting tale'. They will also be introduced to a non-chronological report. Pupils will be encouraged to edit and redraft their work.</p> <p>This will provide the basis for pupils to write independently, incorporating a range of grammar, punctuation and vocabulary. Pupils will show how they can begin to edit and redraft their work.</p>	<p><b>Suggested fiction texts:</b> Jack and the Beanstalk; Jim and the Beanstalk by Raymond Briggs The Extraordinary Gardener by Sam Boughton</p> <p><b>Suggested non- fiction texts:</b> From Seed to Sunflower by Camilla De la Bedoyere Tree: Seasons Come, Seasons Go by Patricia Heggarty and Britta Tekentrup A Little Guide to Wildflowers by Charlotte Voake Secrets of a Vegetable Garden by Karron Brown.</p> <p><b>Suggested Poetry:</b> Fallen Giant by Shirley Hughes Winter Trees by George Szirtes I am the Tree by Judith Nichols</p> <p><b>The main context</b> for learning this half term will be aligned to science.</p> <p>These suggested texts provide an opportunity for pupils to plan and write instructions writing. They will also o plan and write a 'conquering the monster tale'.</p> <p>This will provide the basis for pupils to demonstrate their ability to write independently in an increasingly mature style that incorporates a range of grammar, punctuation and vocabulary. Pupils will show how they can begin to edit and redraft their work.</p>	

spaces between words and begin to use capital letters and full stops. Pupils will use their phonic knowledge to begin to spell independently.	developing vocabulary and longer sentence structure. Pupils will write a 'journey tale', linked to the text 'Beegu' and work on their descriptive writing skills.	capital letters and full stops. Pupils will use their phonic knowledge to spell independently.		
In Autumn 2, children will read and write letters from different characters linked to our texts. Exploring adjectives and orally rehearsing sentences before writing them.	This unit of work will provide the basis for pupils to continue to orally plan and write sentences, ensuring they make sense. Pupils will be encouraged to plan a sentence, write it down then read it to check all the words have been included.			
Spelling and grammar will be taught within lessons and in separate specific lessons.	As a result of this unit, pupils will be able to include description in their writing and write longer sentences. They will develop the confidence to spell with increasing independence.			
	Talk for Writing will be used to familiarise the pupils with the texts and to help them structure their writing. SPAG will be taught within lessons and in separate specific lessons.			
<b>Reading</b>				
Pupils will participate in both small group and whole class guided reading sessions, using Targeted Practice Readers from Rocket Phonics, which closely match the phonics learning. . These will occur daily and focus on skills specified below. As well as this, they will complete a range of independent comprehension tasks including VIPERS as part of English lessons. Class readers will be read for the pupils' enjoyment and when possible, this will complement the core learning. Children will be provided with opportunities to read books of their own choice. A range of fiction and non – fiction books will be used to ensure vocabulary development and exposure to a range of genres. Children will also get the opportunity to visit Birtley Library.				
<b>Learning Breakdown</b>				

<b>Word Reading:</b> <ul style="list-style-type: none"> <li>• apply phonic knowledge and skills as the route to decode words</li> <li>• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>• read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> <li>• read other words of more than one syllable that contain taught GPCs</li> <li>• read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li> <li>• 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</li> <li>• re-read these books to build up their fluency and confidence in word reading.</li> </ul>			<b>Comprehension:</b> Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• being encouraged to link what they read or hear read to their own experiences</li> <li>• becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>• recognising and joining in with predictable phrases</li> </ul> learning to appreciate rhymes and poems, and to recite some by heart discussing word meanings, linking new meanings to those already known Understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>• discussing the significance of the title and events</li> <li>• making inferences on the basis of what is being said and done</li> <li>• 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</li> <li>• explain clearly their understanding of what is read to them.</li> </ul>		
<b>Writing</b>	<b>Writing</b>	<b>Writing</b>	<b>Writing</b>	<b>Writing</b>	<b>Writing</b>
<b>Narrative:</b> To learn how to structure a narrative. To plan and write a short narrative. To compose a sentence orally before writing. To use phonic knowledge to begin to spell independently. To begin to spell some common exception words independently. To sequence sentences to produce short narratives.	<b>Informal letter:</b> To learn about the features of an informal letter To plan an informal letter. To compose a sentence orally before writing. To use phonic knowledge to begin to spell independently. To begin to spell some common exception words independently. To sequence sentences to produce an informal letter. To re-read what they have written to check it makes sense.	<b>Descriptive Writing:</b> To plan ideas for a description. To orally rehearse ideas before writing. To write a description of an alien. To learn how to use adjectives. To re-read what they have written to check it makes sense.	<b>Information Report Booklet:</b> To learn about the features of an information book. To plan an information booklet. To compose a sentence orally before writing. To use phonic knowledge to begin to spell independently. To begin to spell some common exception words independently. To sequence sentences to produce an informative piece of writing. To re-read what they have written to check it makes sense.	<b>Narrative:</b> To learn how to structure a narrative. To say out loud what they are going to write. To compose a sentence orally before writing. To plan a short narrative. To sequence sentences to produce narratives. To use phonic knowledge to spell independently. To spell some common exception words independently. To use a range of punctuation marks. To plan longer sentences joining two ideas with either the word and, or, but. To create more interesting narratives by using detailed descriptions of characters and settings. To vary the range of sentence openings by using time or an adverb at the beginning. To write a short narrative. To re-read what they have written to check it makes sense. To edit and redraft work.	<b>Instructions:</b> To learn the features of instructions. To say out loud what they are going to write. To compose a sentence orally before writing. To plan longer sentences joining two ideas with either the word and or but. To add description to writing by using adjectives. To use phonic knowledge to begin to spell independently. To begin to spell some common exception words independently. To sequence sentences to produce short narratives. To re-read what they have written to check it makes sense. To use time words to order instructions. To use imperative verbs. To plan a set of instructions. To write a set of instructions.
<b>Narrative SpaG:</b> To begin sentences with capital letters. To end sentences with full stops. To introduce ending questions with a question mark. To use a capital letter for the personal pronoun I. To learn nouns and adjectives.	<b>Informal letter SpaG:</b> To begin sentences with capital letters. To end sentences with full stops. To end questions with a question mark. To learn how read and to make plurals by adding -s and -es. To use adjectives for description.	<b>Descriptive Entry SpaG:</b> To begin sentences with capital letters. To accurately use proper nouns. To end sentences with full stops. To end questions with a question mark. To end sentences with an exclamation mark when needed. To use 'and' to join words or sentences. To write plurals by adding -s and -es. To form new words using suffixes, such as –ing, -er, -est and -ed.	<b>Information Report Booklet SpaG:</b> To begin sentences with capital letters. To end sentences with full stops. To end questions with a question mark. To learn how read and to make plurals by adding -s and -es. To learn what verbs are. To know what adjectives are and how to use them.		<b>Instructions SpaG:</b> To begin sentences with capital letters. To use capital letters for the names of people, places and days of the week. To end sentences with full stops. To end questions with a question mark. To end sentences with an exclamation mark when needed. To write plurals by adding s and es. To form new words using suffixes, such as –ing, -er, -est and -ed. To form new words using the prefix -un at the beginning of words. To learn about adverbs. To learn present tense. To learn imperative verbs. To learn how to use time sequencing words. (first, next, last)

<p><b>Poetry:</b></p> <p>To learn to appreciate poems. To learn a poem by heart. To recognise a sense poem. To plan and write a short poem.</p> <p><b>Poetry SpaG:</b></p> <p>To begin sentences with capital letters. To use a capital letter for the personal pronoun I. To learn nouns and adjectives.</p>	<p>To learn what verbs are.</p>	<p>To form new words using the prefix -un at the beginning of words.</p> <p><b>Narrative:</b></p> <p>To learn how to structure a narrative. To use phonic knowledge to begin to spell independently. To compose a sentence orally before writing. To plan longer sentences joining two ideas with either the word and or but. To add description to writing by using adjectives. To plan a short narrative. To write a short narrative. To sequence sentences to produce short narratives. To re-read what they have written to check it makes sense.</p> <p><b>Narrative SpaG:</b></p> <p>To begin sentences with capital letters. To accurately use proper nouns. To end sentences with full stops. To end questions with a question mark. To end sentences with an exclamation mark when needed. To form new words using suffixes, such as -ing, -er, -est and -ed. To form new words using the prefix -un at the beginning of words.</p>	<p><b>Poetry:</b></p> <p>To learn to appreciate poems. To learn a poem by heart. To begin to spell some common exception words independently. To use alliteration in poetry. To plan and write a short poem.</p> <p><b>Poetry SpaG:</b></p> <p>To begin sentences with capital letters. To use a capital letter for the personal pronoun I. To learn nouns and adjectives.</p>	<p><b>Narrative SpaG:</b></p> <p>To begin sentences with capital letters. To accurately use proper nouns. To end sentences with full stops. To end questions with a question mark. To end sentences with an exclamation mark when needed. To write plurals by adding -s and -es. To form new words using suffixes, such as -ing, -er, -est and -ed. To form new words using the prefix -un at the beginning of words. To learn about adverbs. To learn present tense.</p> <p><b>Non-Chronological Report:</b></p> <p>To say out loud what they are going to write. To use phonic knowledge to spell independently. To compose a sentence orally before writing. To plan longer sentences joining two ideas with either the word and or but. To vary the range of sentence openings by using time or an adverb at the beginning. To spell some common exception words independently. To use a range of punctuation marks. To re-read what they have written to check it makes sense. To edit and redraft work.</p> <p><b>Non-Chronological Report SpaG:</b></p> <p>To begin sentences with capital letters. To accurately use proper nouns. To end sentences with full stops.</p>	
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				To end questions with a question mark. To end sentences with an exclamation mark when needed. To write plurals by adding -s and -es. To form new words using suffixes, such as –ing, -er, -est and -ed. To form new words using the prefix -un at the beginning of words. To learn about adverbs. To learn present tense.	
Phonics	Phonics	Phonics	Phonics	Phonics	Phonics
<b>Consolidation of Reception GPCs:</b>  /ar/ as in car /or/ as in fork /ur/ as in purse /ou/ as in owl /oi/ as in coin /eer/ as in ear /air/ as in chair /y+oor/ as in manure /uh/ as in hammer  <b>Consolidation of Reception CEWs:</b> some, one, said, come, do, so, were, when, have, there, out, like, little, what	<b>Consolidation of Reception GPCs:</b>  /w/ as in wheel /f/ as in dolphin /ai/ as in crayon /ai/ as in cake /ai/ as in acorn /ee/ as in scene /ee/ as in shield /ee/ as in peach  <b>Consolidation of Receptions CEW:</b> some, one, said, come, do, so, were, when, have, there, out, like, little, what	<b>New Year I GPCs:</b>  /igh/ as in child /igh/ as in time /igh/ as in pie /igh/ as in spy /oa/ as in rope /oa/ as in snow /oa/ as in toe /oa/ as in piano /ee/ as in happy  <b>Consolidation of Reception CEWs:</b> some, one, said, come, do, so, were, when, have, there, out, like, little, what	<b>New Year I GPCs:</b>  /y+oo/ as in unicorn short /oo/ as in push /y+oo/ as in cube long /oo/ as in flute /y+oo/ as in statue long /oo/ as in blue /y+oo/ as in news long /oo/ as in screw /ur/ as in herbs /ur/ as in bird /ou/ as in cloud /oi/ as in toy  <b>Year I CEWs:</b> oh, their, people, Mr, Mrs, looked, called, asked, could, water, where	<b>New Year I GPCs:</b>  /or/ as in astronaut /or/ as in strawberry /oa/ as in shoulder long /oo/ as in soup short /oo/ as in should /ar/ as in father and palm /ur/ as in pearl and world /eer/ as in deer and here /air/ as in square, bear and there /or/ as in ball /or/ as in four /or/ as in core /or/ as in door /or/ as in daughter  <b>Year I CEWs:</b> who, again, thought, through, many, laughed, because, any, eyes, friends, once, p	<b>New Year I GPCs:</b>  /s/ as in celery /j/ as in giraffe /e/ as in bread /s/ as in house /s/ as in fence /k/ as in school /sh/ as in chef /j/ as in bridge /j/ as in package /uh/ as in mother  <b>Consolidation of YearI CEWs:</b> oh, their, people, Mr, Mrs, looked, called, asked, could, water, where who, again, thought, through, many, laughed, because, any, eyes, friends, once, please
Handwriting		Handwriting		Handwriting	
Practising long-legged giraffe letters Writing words with ll Introducing capitals for long-legged giraffe letters Practising one-armed robot letters Practising long-legged giraffe letters and one-armed robot letters Introducing capitals for one-armed robot letters Practising curly caterpillar letters Writing words with double ff Writing words with double ss Introducing capitals for curly caterpillar letters		Practising long-legged giraffe letters, one-armed robot letters and curly caterpillar letters Practising zig-zag monster letters Writing words with double zz Mixing all the letter families Practising all the capital letters Practising all the numbers 0-9 Writing words with ck and qu Practising long vowel phonemes: ai, igh, oo Practising vowels with adjacent consonants: ee, oa, oo		Numbers 10-20: spacing Practising ch unjoined Introducing diagonal join to ascender: ch Practising ai unjoined Introducing diagonal join, no ascender: ai Practising wh unjoined Introducing horizontal join to ascender: wh Practising ow unjoined Introducing horizontal join, no ascender: ow	
Subject: English				Year group: 2	



Autumn		Spring		Summer	
1	2	1	2	1	2
Overview		Overview	Overview	Overview	Overview
<p><b>Suggested text:</b> Tales from other cultures: African Folk Tales by Mwenye Hadithi including Lazy Lion, Enormous Elephant etc. Meerkat Mail by Emily Gravett The Santa Trap by Johnathan Emmett</p> <p><b>Suggested non-fiction texts:</b> Meerkats – Usborne Beginners by James MacLaine Amazing Africa – Country by Country by Atinuke</p> <p><b>Suggested poetry:</b> Apes to Zebras – An A-Z of shape poems by Roger Stevens (and other authors) Where Zebras Go by Sue Hardy-Dawson Remembrance Day linked poetry.</p> <p><b>The main context</b> for learning is aligned to our geography unit of work where pupils will explore the continents of the world, focusing specifically on Africa. The children will learn about the Kalahari Desert and the country Kenya which will support their learning in English.</p> <p><b>The learning journey:</b> Linking to our geography unit, we will then move on to explore a variety of African Folktales with an animal theme. The children will develop their story writing skills and concentrate on a variety of elements, such as setting and character descriptions, creating a build-up, developing a problem, writing a resolution and an ending, using the story mountain planning format. This unit will culminate in the children writing their own version of an African Folktale, using a variety of imaginative writing strategies such as: expanded noun phrases, ambitious vocabulary to describe the events and adverbs.</p> <p>Our next core text, 'Meerkat Mail', will influence us to generate three pieces of quality writing. The first part of this unit will focus on the children writing an informal postcard, in the style of Sunny (the main character). It will then move on to develop the children's diary writing skills: writing in the first person, writing events in chronological order, including feelings and emotions and using grammatical features such as time conjunctions and adverbials.</p> <p>During the final part of the 'Meerkat Mail' unit, the children will plan and write a non-chronological report, increasing their awareness of the structure and features of fact files. Children will read a wide range of non-fiction material in geography and science, thus, increasing their contextual knowledge and understanding of Africa. This will also enable the pupils to articulate confidently information about meerkats and the</p>		<p><b>Suggested fiction texts:</b> Toby and The Great Fire of London by Margaret Nash Vlad and The Great Fire of London by Kate Cunningham Mary and The Great Fire of London by Sue Graves</p> <p><b>Suggested non-fiction texts:</b> The Great Fire of London (ways to remember) 1666 By Sally Hewitt The Great Fire of London by Liz Goggerly Who was Samuel Pepys by Paul Harrison.</p> <p><b>Suggested poetry:</b> The Great Fire of London by Paul Perro.</p> <p><b>The main context</b> for learning is aligned to our history unit of work for this term, 'The Great Fire of London.' Children will read a range of fiction, supplemented by non-fiction material in history, thus, developing pupil knowledge and awareness of this historical event. The pupils will delve into the past and write in a range of genres and styles, for a variety of purposes and audiences.</p> <p><b>The learning journey:</b> As a result of this unit, pupils will be able to describe the events leading to the outbreak of the fire, as well as compose a descriptive recount of events. Pupils will write a series of diary entries from the perspective of eyewitnesses of the Great Fire using the entries from famous diarists, Samuel Pepys and John Evelyn. This will allow pupils the opportunity to write in different tenses, incorporate the use of archaic language as well as experiment with more adventurous descriptive language.</p> <p>The37dice37cn will also be exposed to some historical poetry and write their</p>	<p><b>Suggested fiction text:</b> The Enchanted Wood by Enid Blyton Little Red Riding Hood – Traditional Tale (focus on the woodland setting)</p> <p><b>Suggested non-fiction text:</b> National Trust: Who's Hiding in the Woods? By Katharine McEwen Look Inside the Woods by Minna Lacey</p> <p><b>Suggested poetry:</b> Woodland Dreams by Karen Jameson National Trust: I am the Seed that Grew the Tree by Fiona Waters</p> <p><b>The main context</b> for learning is linked to the science topic of Microhabitats focussing upon woodlands.</p> <p><b>The learning journey:</b> Pupils will begin by developing their use of descriptive language. They will use their senses and imaginations to describe a woodland setting, drawing upon their experiences of a visit to Chopwell Woods. The children will then move on to writing a quality character description.</p> <p>The next part of the unit will focus on researching the author Enid Blyton and writing</p>	<p><b>Suggested fiction texts:</b> Jack and the Bean Stalk version by E. Nesbit Roald Dahl's Musical – Jack and the Bean Stalk Jack and the Baked Bean Stalk by Colin Simpson</p> <p><b>Suggested non-fiction text:</b> How Plants Grow by Angela Royston</p> <p><b>Suggested poetry:</b> I am the Seed that Grew the Tree.</p> <p><b>The main context</b> for learning is linked to the science topic of Plants.</p> <p><b>The learning journey:</b> Pupils will begin the unit by exploring a non-fiction writing style learning about instructions. The children will learn about the key features and will write an instruction texts, with a theme of plants. This links very closely with the children's learning in science this half-term.</p> <p>Children will spend one week creating an advert to advertise 'Jack's magic beans'. Children will learn about persuasive writing techniques and use them to plan and create their adverts.</p> <p>The children will then read and listen to Roald Dahl's musical version of Jack and the Beanstalk and learn about features of a</p>	<p><b>Suggested fiction texts:</b> Grace Darling – Big Cat The Lighthouse Keeper's Lunch by Ronda and David Armitage At the Beach by Roland Harvey Gracie the Lighthouse Cat by Ruth Brown (links with Grace Darling story) Hello Lighthouse by Sophie Blackall</p> <p><b>Suggested non-fiction texts:</b> How does a Lighthouse work? By Roman Beyleav</p> <p><b>Suggested poetry:</b> At the Sea Floor Café by Leslie Bulion The Giant's Lighthouse (Scholastic Poem).</p> <p><b>The main context</b> for learning is linked closely to the history unit of work learning about the life and work of Grace Darling. It is also linked to the geography topic Human and Physical Features: Seaside.</p> <p><b>The learning journey:</b> The children will plan and write a non-chronological report about grace Darling, increasing their awareness of the structure and features of fact files.</p> <p>Pupils will write an acrostic poem, which highlights seasonal change, a core geography objective revisited throughout the year. Pupils will write poems including the following poetic devices: alliteration, similes and rhyme.</p> <p>Finally, our last unit of work this term aligns itself with our geography curriculum. Using the core text, 'How do lighthouses work?' Pupils will explore the purpose of lighthouses and how they work. Pupils will demonstrate their knowledge of lighthouses by writing an explanation text.</p>

<p>Kalahari Desert. In addition, children will develop scientific vocabulary such as, diet, habitat, appearance etc.</p> <p>The term will end with a short unit based on 'The Santa Trap' by Jonathon Emmett. The children will use a variety of drama strategies to explore the text including role play, debating and conscience alley. The children will write a letter to Santa regarding Bradley's behaviour and then a chronological report outlining Bradley's behaviour across the year.</p> <p>Pupils will develop their knowledge of cohesive devices across paragraphs. Grammar, spelling and punctuation will be delivered through specific skills lessons and within context of whole class texts.</p>	<p>own historical Haikus. During this week, the children will develop a love for poetry and be able to orally recite a some simple poems. Pupils will be exposed to 'The Great Fire of London' by Paul Perro. The light-hearted tones of this poem touches on some of the more interesting aspects of the fire such as: the indecisiveness of the mayor, the failure of the fire engines, the significance of the wooden buildings, and the heroism of the King.</p> <p>In the second half of the term, pupils will plan and write a newspaper report. They will use key facts learned in their history lessons to complete the report. Additionally, they will develop skills such as fact finding, develop their ability to write eye-catching headlines, understanding of how to use subheadings and begin to use paragraphs.</p>	<p>a simple biography including key facts about the writer.</p> <p>If time allows, the children will further explore poetic devices by writing poetry about woodland animals and their surroundings, using the National Trust poetry book, I am the Seed that Grew.</p>	<p>playscript. The pupils will then write their own short playscript.</p>	
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Reading				
<ul style="list-style-type: none"> <li>St. Joseph's recognise the importance of early reading – developing an automaticity, fluency and stamina for reading aloud. Therefore, in Key Stage 1, we make a commitment to hear pupils read aloud 1:1 once per week. In Years 1 and 2, this will be through the use of targeted readers and home reading books linked to the Rocket Phonics strategy. Reading aloud to a teacher or teaching assistant (TA) is documented in pupils' reading diaries and on the in-house tracking sheet. This allows staff to assess the pupils and check they are maintaining pace with the taught curriculum.</li> <li>Additionally, in Years 1 and 2, children access whole class and small group guided reading sessions during their daily phonics sessions. Additionally, they have two discrete, twenty-minute guided reading lessons built into the weekly timetable.</li> <li>Children also access a weekly discrete reading comprehension skills lesson, developing a range of reading comprehension strategies and skills. During reading comprehension sessions children will use VIPERS to support their understanding of the text.</li> <li>Daily shared class readers are read for the pupils' enjoyment and when possible, this will complement the core learning. Children will be provided with opportunities to read books of their own choice. A range of fiction and non – fiction books will be used to ensure vocabulary development and exposure to a range of genres. Additionally, a variety of reading strategies are used to develop children's reading skills, such as choral and echo reading.</li> <li>For further information, please see the reading strategy.</li> </ul>				
Learning Breakdown				

<b>Word Reading:</b> <ul style="list-style-type: none"> <li>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>read accurately words of two or more syllables that contain the same graphemes as above</li> <li>read words containing common suffixes</li> <li>read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>re-read these books to build up their fluency and confidence in word reading.</li> </ul>			<b>Comprehension:</b> Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> <li>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</li> <li>discussing the sequence of events in books and how items of information are related</li> <li>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>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</li> <li>discussing their favourite words and phrases</li> <li>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul> Understand both the books that they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>making inferences on the basis of what is being said and done</li> <li>answering and asking questions</li> <li>predicting what might happen on the basis of what has been read so far.</li> <li>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</li> <li>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> </ul>		
<b>Writing</b>	<b>Writing</b>	<b>Writing</b>	<b>Writing</b>	<b>Writing</b>	<b>Writing</b>
<b>Narrative – Retell / Postcard / Diary:</b> To construct coherent sentences, including correct punctuation and capitalised letters. To write from memory simple sentences including taught GPCs and known common exception words (Revision of Year 1 CEW). To begin to incorporate taught vocabulary/grammatical features in shorter writing tasks. To write a narrative based on whole class text (follows the taught structure of the text). To begin to revise and edit own work making simple additions/changes.	<b>Letter / Chronological Report:</b> To independently construct coherent sentences, including a wide range of taught punctuation and capitalised letters. To identify key features of the text(chronological /letter). To write descriptive sentences incorporating adjectives, adverbs and powerful verbs. To experiment with taught vocabulary/grammatical features in shorter writing tasks. To use a wider range of descriptive vocabulary – adverbs, adjectives and inclusion of expanded noun phrases. To write in the past/present tense consistently throughout entire piece of writing. To plan and write chronological report, a letter and a short narrative. To plan and write a recount. To begin to revise and edit own work making simple additions/changes.	<b>Newspaper Report / Diary:</b> To construct coherent sentences, including correct punctuation and capitalised letters. To write from memory simple sentences including taught GPCs and known common exception words (Revision of Year 1 CEW and introduction of Year 2 CEW). To write sentences with increasing detail and accuracy (inclusion of adjectives, adverbs and coordinating and subordinating conjunctions). To write a chronological report including taught devices such as: title, subheading, core vocabulary and introduction of paragraphs. To begin to revise and edit own work making simple additions/changes.	<b>Biography:</b> To construct coherent sentences, including correct punctuation and capitalised letters. To write from memory simple sentences including taught GPCs and known common exception words (Revision of Year 1 CEW and introduction of Year 2 CEW). To write sentences with increasing detail and accuracy (inclusion of adjectives, adverbs and coordinating and subordinating conjunctions). To write a biography including taught devices such as: title, subheading, introduction, key events and conclusion.	<b>Instructional Writing:</b> To construct coherent sentences, including correct punctuation and capitalised letters and other taught punctuation. To write from memory simple sentences including taught GPCs and known common exception words. To include imperative verbs and time adverbials. To use taught vocabulary and in the correct context within extended writing. To begin to revise and edit own work making simple additions/changes.	<b>Non-Chronological Reports:</b> To independently construct coherent sentences; including a wide range of taught punctuation and capitalised letters. To write descriptive sentences incorporating adjectives, adverbs and powerful verbs. To experiment with taught vocabulary/grammatical features in shorter writing tasks. To use a wider range of descriptive vocabulary – adverbs, adjectives and inclusion of expanded noun phrases. To write in the past/present tense consistently throughout entire piece of writing. To begin to revise and edit own work making simple additions/changes.
<b>Narrative SpaG:</b> To use capital letters, full stops and question marks to demarcate sentences.		<b>Newspaper Report/Diary SpaG:</b> To use capital letters, full stops, question marks and exclamation marks to demarcate sentences.	<b>Biography SpaG:</b> To use a range of punctuation. To include verbs and adverbs	<b>Instructional Writing SpaG:</b> To use capital letters, full stops and question marks and introduction of exclamation marks to demarcate sentences.	<b>Non-Chronological Reports SpaG:</b> To revise correct choice and consistent use of present tense and past tense throughout writing. To revise commas to separate items in a list. To revise the use of the suffixes taught.

<p>To revise word classes (nouns, adjectives and verbs).</p> <p>To recognise and use co-ordination (or, and, but).</p> <p>To revise simple past and present tense verbs.</p> <p><b>Non-Chronological Report (animal fact file):</b></p> <p>To construct coherent sentences, including correct punctuation and capitalised letters.</p> <p>To write from memory simple sentences including taught GPCs and known common exception words (Revision of Year 1 CEW).</p> <p>To begin to incorporate taught vocabulary/grammatical features in shorter writing tasks.</p> <p>To write a non-chronological report including taught devices such as: title, subheading, core vocabulary and introduction of paragraphs.</p> <p>To begin to revise and edit own work making simple additions/changes.</p> <p><b>Non-Chronological Report SpaG:</b></p> <p>To use capital letters, full stops and question marks to demarcate sentences.</p> <p>To revise word classes (nouns, adjectives, verbs, adverbs and prepositions).</p> <p>To recognise and use co-ordination (or, and, but).</p> <p>To revise simple past and present tense verbs.</p> <p>To revise alphabetical order and letter names/sounds correspondence.</p>	<p><b>Letter / Chronological Report SpaG:</b></p> <p>To use a range of punctuation.</p> <p>To include verbs and adverbs</p> <p>To use expanded noun phrases for description and specification.</p> <p>To recognise the different sentence types and how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</p> <p>To revise use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting].</p> <p>To identify and use commas in a list.</p>	<p>To use commas to separate items in a list.</p> <p>To use the continuous form of verbs in the present and past tense.</p> <p>To recognise and use first person pronouns (I, me, my, etc.)</p> <p>To recognise and use adverbs.</p> <p>To recognise and use subordination (when, if because, that).</p> <p>To recognise that an apostrophe of contraction replaces letters</p> <p><b>Historical Haiku Poetry:</b></p> <p>To understand what syllables are.</p> <p>To understand a haiku has a syllable pattern 5-7-5.</p> <p>To write rhyming sentences – including rhyming couplets.</p> <p>To incorporate newly acquired vocabulary within the correct context.</p> <p>To ensure correct use and wide range of taught punctuation marks are incorporated.</p> <p>To plan and write a rhyming poem.</p> <p>To revise and edit own writing and redraft.</p> <p><b>Historical Haiku Poetry SpaG:</b></p> <p>To use capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>To use commas to separate items in a list.</p> <p>To recognise and use adverbs.</p> <p>To recognise and use subordination (when, if because, that).</p> <p>To recognise that an apostrophe of contraction replaces letters.</p>	<p>To use expanded noun phrases for description and specification.</p> <p>To recognise the different sentence types and how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</p> <p>To revise use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting].</p> <p>To identify and use commas in a list.</p> <p>To begin to organise writing into paragraphs.</p> <p><b>Setting and Character Descriptions – Narrative:</b></p> <p>To be able to construct coherent, descriptive and detailed sentences.</p> <p>To incorporate a range of interesting sentences starters to engage the reader.</p> <p>To recognise past and present tense verbs.</p> <p>To recognise and use the correct tense throughout an entire piece of writing.</p> <p>To plan and write a setting and character description.</p> <p>To begin to revise and edit own work making simple additions/changes.</p> <p><b>Setting and Character Descriptions – Narrative SpaG:</b></p> <p>To use capital letters, full stops and question marks to demarcate sentences.</p> <p>To revise word classes (nouns, adjectives and verbs).</p> <p>To recognise and use co-ordination (or, and, but).</p> <p>To revise simple past and present tense verbs.</p>	<p>To recognise and use expanded noun phrases.</p> <p>To identify and include imperative verbs.</p> <p>To identify what a command is and write commands which can be followed.</p> <p><b>Playscript:</b></p> <p>To construct coherent sentences, including correct punctuation and capitalised letters.</p> <p>To write from memory simple sentences including taught GPCs and known common exception words (Revision of Year 1 CEW).</p> <p>To begin to incorporate taught vocabulary/grammatical features in shorter writing tasks.</p> <p>To use the features of a playscript such as cast list, description of setting, speaker's name to the left, story told through the character's speech and narration.</p> <p>To begin to revise and edit own work making simple additions/changes.</p> <p><b>Playscript SpaG:</b></p> <p>To use a range of taught punctuation.</p> <p>To consistently use capital letters, full stops and question marks to demarcate sentences.</p> <p>To recognise and use co-ordination (or, and, but).</p> <p>To revise past and present tense verbs.</p> <p>To use parenthesis for stage directions.</p>	<p>To revise apostrophes of contraction and apostrophe to mark singular possession of nouns.</p> <p>To revise sentence types.</p> <p>To revise use of conjunctions.</p> <p><b>Acrostic Poetry:</b></p> <p>To construct coherent sentences, including correct punctuation and capitalised letters.</p> <p>To include a range of descriptive devices.</p> <p>To write from memory simple sentences including taught GPCs and known common exception words (Revision of Year 1 CEW and introduction of Year 2 CEW).</p> <p>To plan and write a simple acrostic poem.</p> <p><b>Acrostic Poetry SpaG:</b></p> <p>To use capital letters, full stops and question marks and introduction of exclamation marks to demarcate sentences.</p> <p>To recognise and use expanded noun phrases.</p> <p><b>Explanation Text:</b></p> <p>To independently construct coherent sentences, including a wide range of taught punctuation and capitalised letters.</p> <p>To identify key features of an explanation text.</p> <p>To experiment with taught vocabulary/grammatical features in shorter writing tasks.</p> <p>To write in the past/present tense consistently throughout entire piece of writing.</p> <p>To plan and write an explanation text.</p> <p>To begin to revise and edit own work making simple additions/changes.</p> <p><b>Explanation Text SpaG:</b></p> <p>To use a range of punctuation.</p> <p>To include verbs and adverbs</p> <p>To use expanded noun phrases for description and specification.</p> <p>To recognise the different sentence types and how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</p> <p>To revise use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting].</p> <p>To identify and use commas in a list.</p>
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			<p>To be able to construct coherent, descriptive and detailed sentences.</p> <p>To incorporate a range of interesting sentences starters to engage the reader.</p> <p>To recognise past and present tense verbs.</p> <p>To recognise and use the correct tense throughout an entire piece of writing.</p> <p>To incorporate accurate use of conjunctions (coordinating and subordinating).</p> <p>To begin to include a range of descriptive vocabulary incorporating words with a variety of Year 2 suffixes.</p> <p>To begin to use paragraphs to organise ideas.</p> <p><b>Kenning Poetry:</b></p> <p>To construct coherent sentences, including correct punctuation and capitalised letters.</p> <p>To include rhyming couplets.</p> <p>To include a range of descriptive devices.</p> <p>To write from memory simple sentences including taught GPCs and known common exception words (Revision of Year 1 CEW and introduction of Year 2 CEW).</p> <p>To plan and write a simple list poem.</p> <p>To plan and write a simple acrostic poem.</p> <p><b>Kenning Poetry SpaG:</b></p> <p>To use capital letters, full stops and question marks and introduction of exclamation marks to demarcate sentences.</p> <p>To recognise and use expanded noun phrases.</p> <p>To use commas in a list.</p>		
<b>Phonics</b>	<b>Phonics</b>	<b>Phonics</b>	<b>Phonics</b>	<b>Phonics</b>	<b>Phonics</b>
<b>Consolidation of Year 1 GPCs:</b>	<b>Consolidation of Year 1 GPCs;</b>	<b>Consolidation of Year 1 GPCs:</b>	<b>Consolidation of Year 1 GPCs;</b>	<b>Consolidation of Year 1 GPCs:</b>	<b>Revision of Year 2 Spelling Rules:</b>

<p>/y+oo/ as in unicorn short /oo/ as in push /y+oo/ as in cube long /oo/ as in flute /y+oo/ as in statue long /oo/ as in blue /y+oo/ as in news long /oo/ as in screw /ur/ as in herbs /ur/ as in bird /ou/ as in cloud /oi/ as in toy</p> <p><b>Consolidation of Year 1 CEWs:</b> oh, their, people, Mr, Mrs, looked, called, asked, could, water, where</p>	<p>/or/ as in astronaut /or/ as in strawberry /oa/ as in shoulder long /oo/ as in soup short /oo/ as in should /ar/ as in father and palm /ur/ as in pearl and world /eer/ as in deer and here /air/ as in square, bear and there /or/ as in ball /or/ as in four /or/ as in core /or/ as in door /or/ as in daughter</p> <p><b>Consolidation of Year 1 CEWs:</b> who, again, thought, through, many, laughed, because, any, eyes, friends, once, please</p>	<p>/s/ as in celery /j/ as in giraffe /e/ as in bread /s/ as in house /s/ as in fence /k/ as in school /sh/ as in chef /j/ as in bridge /j/ as in package /uh/ as in mother</p> <p><b>Consolidation of Year 1 CEWs:</b> oh, their, people, Mr, Mrs, looked, called, asked, could, water, where who, again, thought, through, many, laughed, because, any, eyes, friends, once, please</p>	<p>/ul/ as in bottle /t/ as in mixed /d/ as in drilled /m/ as in comb /n/ as in knot /n/ as in sign /r/ as in writing /ch/ as in hatching /zh/ as in 42dvice42c</p> <p><b>Year 2 CEW:</b> refer to National Curriculum Year 1/2 word list.</p>	<p>/ch+u/ as in picture /i/ as in pyramid /s/ as in scissors /s/ as in whistle /o/ as in watch /sh/ as in station /sh/ as in musician /sh/ as in percussion</p> <p><b>Year 2 CEW:</b> refer to National Curriculum Year 1/2 word list.</p>	<p>Revise adding suffix -es to nouns and verbs ending in -y, e.g., flies, babies</p> <p>Revise adding suffixes -ed, -ing,-er, and -est to a root word ending in -y with a consonant before it, e.g., copied, copier, copying</p> <p>Revise adding suffixes -ed,-er,-est and -y to words ending in -e with a consonant before it, e.g., hike, hiking, hiked, hiker</p> <p>Revise adding suffixes -ing,-ed,-er, -est, and -y to words of one syllable, e.g., pat, patting, patted /ɔ:/ sound spelt a before l and ll, e.g., all, ball</p> <p><b>Year 2 CEW:</b> refer to National Curriculum Year 1/2 word list.</p>
<b>Handwriting</b>		<b>Handwriting</b>		<b>Handwriting</b>	
Practising diagonal join to ascender: th,ch Practising diagonal join, no ascender ai, ay Practising diagonal join, no ascender: ir, er Practising horizontal join to ascender: wh, oh Practising horizontal join, no ascender: ow, ou Introducing diagonal join to e: ie, ue Introducing horizontal join to e: oe, ve Introducing ee Practising diagonal join, no ascender: le Writing numbers 1-100		Introducing diagonal join to anticlockwise letters: ea Practising diagonal join to anticlockwise letters: igh Practising diagonal join to anticlockwise letters: dg, ng Introducing horizontal join to anticlockwise letters: oo, oa Pracrising horizontal join to anticlockwise letters: wa, wo Introducing mixed joins for three letters: air, ear Practising mixed joins for three letters: oor, our Practising mixed joins for three letters: ing, Size and spacing		Building on diagonal join to ascender: ck, al, el, at, il, ill Building on diagonal join, no ascender: ui, ey, aw, ur,an, ip Building on horizontal join to ascender: ok, ot, ob,ol Building on horizontal join, no ascender: oi, oy, on, op, ov Building on diagonal join to anticlockwise letters: ed, cc, eg, ic, ad, ug, dd, ag Building on horizontal join to anticlockwise letters: oc, og, od, va, vo Introducing joins to s: as, es, is, os, ws, ns, ds, ls, ts, ks Practising joining ed and ing Capitals	
<b>Subject: English</b>					
<b>Year group: 3</b>					
<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>
<b>Overview</b>	<b>Overview</b>	<b>Overview</b>	<b>Overview</b>	<b>Overview</b>	<b>Overview</b>
<p><b>Suggested fiction texts:</b> The Creakers by Tom Fletcher Stone Age Boy by Satoshi Kitamura Autumn poetry by various authors</p> <p><b>Suggested non-fiction texts:</b> Hedgehogs and Leaf Chameleons by The Natural Curriculum Martin Luther King Jr accounts.</p>	<p><b>Suggested fiction texts:</b> The Secret of Black Rock by Joe Todd Stanton Stepdad by Disney Christmas</p> <p><b>Suggested non-fiction texts:</b> Rishi Sunak Becomes Prime Minister by Twinkl Spectacled Bear and Monarch Butterfly by The Natural Curriculum.</p>	<p><b>Suggested fiction texts:</b> The Orchard Book of Roman Myths Poems Aloud by Joseph Coelho Our Tower by Joseph Coelho The Silly Solar System by Kevin Price The Accidental Prime Minister by Tom McLaughlin</p> <p><b>Suggested non-fiction texts:</b> Festivals Around the World by Richard Northcott</p>	<p><b>Suggested fiction texts:</b> Malala’s Magic Pencil by Malala Yousafzai The Tempest by William Shakespeare</p> <p><b>Suggested non-fiction texts:</b> Gentoo Penguin and Seahorse by The Natural Curriculum.</p>	<p><b>Suggested fiction texts:</b> The Happy Prince by Jane Ray Dirty Beasts by Roald Dahl Limericks for Kids</p> <p><b>Suggested non-fiction texts:</b> Sea Otter and Echidna by The Natural Curriculum. Jane’s Patisserie Cookbook and Harry Potter Wizard’s</p>	<p><b>Suggested fiction texts:</b> Traditional Tale with a Twist: The True Story of The Three Little Pigs (linked to traditional tales in French topic) The Guru Inside Me Says... by Ratika Seehra (links to Sikhism RE topic) <b>Suggested non-fiction texts:</b> Kingfisher and Puffin by The Natural Curriculum.</p> <p>The main context for learning is linked to traditional tales, a topic that is linked to our work in French, on</p>

<p>Our first unit of work uses the National Curriculum units on capital letters and demarcating sentences. This allows us to demonstrate what we expect to see in all of our writing.</p> <p>Our main text this half term (Stone Age Boy) is linked to our History (Stone Age) and Science (Rocks) units of work.</p> <p>Pupils will build on prior learning by revisiting repetition in stories and how this can build and sustain interest for the reader. Pupils will develop their understanding of word classes and begin to demarcate fronted adverbials using a comma.</p> <p>By the end of this unit, pupils will plan, write and redraft a narrative text. Pupils will be able to use repetitive phrases to engage the reader, choose effect verbs and adverbs to portray emotion and choose appropriate conjunctions to extend and develop sentences. We will also use this text for guided reading.</p> <p>We will read various autumn-themed poems, in order to inspire our own poetry writing.</p> <p>We will write non-chronological reports on Martin Luther King Jr, for Black History Month.</p>	<p>Our first unit of work is built around the story The Secret of Black Rock. It is linked to our Science topic of Rocks.</p> <p>Pupils will build on prior learning where they identified simple features of a narrative text. Pupils will refine their understanding of key features of the plot mountain, in order to continue the plot of the original story.</p> <p>By the end of this unit, pupils will produce a coherently structured narrative text.</p> <p>Using The Stepdad, the children will create a set of instructions for creating a gingerbread house. They will also write dialogue between two of the characters.</p> <p>Using the text on Rishi Sunak, the children will create a fact file together as a class, as part of our RHE work in Parliament Week.</p> <p>The Spectacled Bear will help the children to explore and practice commas for lists.</p> <p>The Monarch Butterfly will give the children the opportunity to study determiners ('a' and 'an')</p>	<p>Long-tongued bat and Ibex by The Natural Curriculum.</p> <p>The main context for learning is linked to our history this term. The children will read a variety of Roman Myths.</p> <p>Pupils will build on prior learning of recount writing in Year 2. Pupils will further develop and secure their understanding of how to present a recount, using key features and appropriate language. In addition, pupils will continue to develop reading comprehension and focus on retrieving and recording information.</p> <p>By the end of this unit, pupils will be able to orally retell a story from memory and understand the structure and core features of a recount. Pupils will be able to confidently identify the features of a recount and write their own, using these features.</p> <p>Festivals Around The World will allow the children to explore Chinese New Year and write an advert for a CNY celebration..</p> <p>Our poetry books will be used as shared readers, reading comprehension and work on rhyming.</p> <p>Long-Tongued Bat will give the children the chance to practice their dictionary skills and Ibex will work on extending sentences with 'but', 'and' &amp; 'or'.</p>	<p>Our first unit is linked to our RE topic of Islam. The children will hear the real-life story of Malala and enjoy her book, Malala's Magic Pencil.</p> <p>The children will use this text to write diary entries and persuasive texts, based on Malala's experiences.</p> <p>The next context for learning is linked to Shakespeare Week. The children will study The Tempest and use it to work on their speaking and listening skills, use of play scripts and writing a newspaper article.</p> <p>The Gentoo Penguin text will give our pupils the opportunity to learn about possessive apostrophes. The Seahorse text will help with our understanding and use of paragraphs.</p> <p>Our poetry books will be used as shared readers, reading comprehension and work on rhyming.</p>	<p>Cookbook (links to DT &amp; French topics. The children will use recipes to write instructions and reviews)</p> <p>The Sea Otter text will allow the children to study prepositions and the Echidna text will give the children the tools to work on extending sentences with 'when', 'because', 'if' and 'although'.</p> <p>The children will then work on writing recipes, using those grammar skills listed above. This will be inspired by Jane's Patisserie Cookbook and The Harry Potter Wizard's Cookbook.</p> <p>The children will explore Dirty Beasts to help them to appreciate and write their own poetry.</p> <p>The Happy Prince will give the children the opportunity to explore traditional tales and continue the plot of a narrative tale.</p>	<p>Little Red Riding Hood). The children will then create a diary entry, in which the wolf tells his side of the story.</p> <p>The Guru Inside Me Says is a fantastic book that links to our RE unit on Sikhism. The children will then meet Cloud Singh (a member of the Sikh community) and will design interview questions, interview him and record his answers in the form of a report.</p> <p>The Kingfisher and Puffin texts will give the children the opportunity to practice their use of headings, subheadings and fronted adverbials.</p>
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### Reading

Pupils will participate in both small group and whole class guided reading sessions. These will occur daily and focus on skills specified below. As well as this, they will complete a range of independent comprehension tasks including VIPERS and Reading Plus. Class readers will be read for the pupils' enjoyment and when possible, this will complement the core learning. Children will be provided with opportunities to read books of their own choice from the classroom bookshelves and school library. A range of fiction and non – fiction books will be used to ensure vocabulary development and exposure to a range of genres. Children will also visit Birtley Library each half term to select a book to read in class.

### Learning Breakdown

#### Word Reading:

#### Comprehension:

Develop positive attitudes to reading and understanding of what they read by:

<ul style="list-style-type: none"> <li>• Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet.</li> <li>• Etymology and morphology display to be created in class and referred to frequently.</li> <li>• Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> <li>• Include common exception words in our 'Morning Work' tasks, using them for handwriting practice.</li> </ul>			<ul style="list-style-type: none"> <li>• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• reading books that are structured in different ways and reading for a range of purposes</li> <li>• 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</li> <li>• preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>• discussing words and phrases that capture the reader's interest and imagination</li> <li>• recognising some different forms of poetry [for example, free verse, narrative poetry]</li> </ul> <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> <li>• checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• asking questions to improve their understanding of a text</li> <li>• 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</li> <li>• identifying how language, structure, and presentation contribute to meaning.</li> <li>• Retrieve and record information from non-fiction</li> <li>• 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.</li> </ul>		
<b>Writing</b>	<b>Writing</b>	<b>Writing</b>	<b>Writing</b>	<b>Writing</b>	<b>Writing</b>



<p><b>Narrative (settings):</b> To listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To retrieve and record information. To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. To plan and write a short narrative, creating settings, characters, and plot. To assess the effectiveness of their own and others' writing and suggesting improvements. To proofread for spelling and punctuation errors.</p> <p><b>Narrative(settings) SpaG:</b> To revise word classes – noun, adjectives, verbs and adverbs. To use punctuation . ! ? and capital letters for proper nouns. To recognise vowels and consonants within words. To accurately use speech punctuation to punctuate direct speech. Introduce fronted adverbials – varying sentence starters.</p> <p><b>Non-chronological report:</b> To read non-chronological reports and identify the features that make a good report. To read a range of texts on Martin Luther King and build up a bank of facts to use in the report.</p> <p><b>Non-chronological report SpaG:</b> To write using the third person To use headings and subheadings To revise the use of use capital letters for proper nouns. To write in the simple past tense.</p>	<p><b>Narrative:</b> To listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To analyse, record and document key information. To identify key structural features. To plan and write a short narrative, creating settings, characters, and plot. To assess the effectiveness of their own and others' writing and suggesting improvements. To proofread for spelling and punctuation errors.</p> <p><b>Narrative SpaG:</b> The revision of punctuation . ! ? and capital letters for proper nouns. To revise singular and plurals spelling patterns. To accurately use speech punctuation to punctuate direct speech. To accurately use conjunctions to express time and cause (when, while, after, before, because).</p> <p><b>Instructions:</b> To listen to and discuss a range of stories on a theme (Christmas). To identify key information in a text. To assess the effectiveness of their own and others' writing and suggesting improvements. To proofread for spelling and punctuation errors.</p> <p><b>Instructions SpaG:</b> To choose appropriate determiners a/an according to whether a word begins with a vowel or consonant. To revise commas in a list and to use a comma to demarcate clauses.</p>	<p><b>Recount:</b> To identify key features of a recount. (I<sup>st</sup> person, past tense verbs, chronological order, time adverbials, informal language/use of contractions e.g. I'm don't etc.) To analyse, record and document key information (VIPERS). To drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. To create a settings, characters and plot. To plan and write a recount. To plan and write a short narrative, creating settings, characters and plot. To assess the effectiveness of their own and others' writing and suggesting improvements. To proofread for spelling and punctuation errors.</p> <p><b>Recount SpaG:</b> To revise commas in a list and to use a comma to demarcate clauses. To introduce subordinate clauses. Formation of nouns adding prefixes – super, anti, auto. To recognise the difference between simple past and present tense verbs. To extend sentences with 'but', 'and' &amp; 'or'. To use a dictionary to check spellings and meanings.</p> <p><b>Advertisement:</b> To identify key features of an information report. (Factual information, exaggerated language/adjectives/adverbs, imperative verbs, rhetorical questions) To retrieve and record non-fiction information (VIPERS). To analyse, record and document key information. To plan, write and redraft a non-chronological report. To assessing the effectiveness of their own and others' writing and suggesting improvements.</p>	<p><b>Playscript:</b> To preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. To identify key features of a play script. To analyse, record and document key information. To plan, write and redraft a playscript.</p> <p><b>Playscript SpaG:</b> To form nouns by adding prefixes super-, anti-, auto-. To revisit paragraphs to organise related material. To continue work on adding suffixes and prefixes. To revisit adverbs, prepositions and conjunctions to express time, cause and place.</p> <p><b>Persuasive writing (Letter):</b> To write from another person's perspective. To write in the first person. To write for persuasion and develop an awareness of persuasive techniques and language. To explore a range of persuasive texts and adverts and begin to identify the key features such as: title, rhetorical questions, emotional and alliterative language; and a convincing argument. To use rhetorical questions. To write a persuasive letter, imploring world leaders to support equal rights to education for all.</p> <p><b>Persuasive writing (letter) SpaG:</b> To revise apostrophe of contraction and introduce apostrophe to show possession. To use paragraphs as a way to organise related material.</p>	<p><b>Poetry:</b> To read, re-read, and rehearse poems and plays for presentation and performance. To read aloud a variety of poems, identifying core themes and conventions. To identify rhyming couplets. To plan, write and redraft a rhyming poem. To assess the effectiveness of their own and others' writing and suggesting improvements. To proofread for spelling and punctuation errors.</p> <p><b>Poetry SpaG:</b> To identify word families based on common words. To choose appropriate determiners a/an according to whether a word begins with a vowel or consonant. To use adverbs to express time, place and cause e.g., then, after, next, finally. To use paragraphs as a way to group related material. To introduce speech marks to punctuate direct speech. To accurately use paragraphs to organise related material.</p> <p><b>Instructional writing:</b> To listen to and discuss a range of recipes. To identify key information in a text. To assess the effectiveness of their own and others' writing and suggesting improvements. To proofread for spelling and punctuation errors.</p> <p><b>Instructional writing SpaG:</b> To choose appropriate determiners a/an according to</p>	<p><b>Interview and report:</b> To formulate questions that will gain the information that you require. To use formal language. To take notes. To turn direct speech into reported speech. To organise your text into paragraphs. To read your report aloud. To speak your questions aloud.</p> <p><b>Interview and report SpaG:</b> To form sentences using a main and subordinate clause. To make deliberate ambitious word choices to add detail, effect and to engage the reader. To use the full range of punctuation from previous year groups.</p> <p><b>Diary:</b> To read a traditional tale. To see a story from a different character's perspective. To grab the reader's attention. To convey the emotions of the characters.</p> <p><b>Diary SpaG:</b> To use conjunctions, adverbs and prepositions to express time and cause. To use the first person To use apostrophes for possessions and contractions (e.g. shan't, mustn't, mightn't). To use nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. To maintain the correct tense (including present perfect tense) throughout a piece of writing with accurate subject/verb agreement.</p> <p><b>Assessment of writing skills in end of year tests:</b> Reading, writing and SpaG tests to be carried out. Year 3 baseline test to be redone from September and scores compared for progress.</p>
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	<p>To use adverbs to express time, place and cause e.g., then, after, next, finally.</p> <p>To use imperative verbs.</p> <p>To use bullet points and/or numbering.</p>	<p>To proofread for spelling and punctuation errors.</p> <p><b>Advertisement SpaG:</b></p> <p>To use the present perfect form of the verb to show relationship between time and cause.</p> <p>To use prepositions to express time and cause (before, in, of, before, during, after).</p> <p>To use paragraphs to organise related material.</p> <p>To add suffixes beginning with vowel letters to words of more than one syllable.</p>	<p>To use fronted adverbials to vary sentence starters.</p> <p><b>Newspaper report:</b></p> <p>To identify key features of an information report (title, subheading, topic sentences, adverbial phrases).</p> <p>To analyse, record and document key information (VIPERS).</p> <p>To organise paragraphs around a theme.</p> <p>To plan and write a newspaper report.</p> <p>To assessing the effectiveness of their own and others' writing and suggesting improvements.</p> <p>To proofread for spelling and punctuation errors.</p> <p><b>Newspaper report SpaG:</b></p> <p>To introduce speech marks to punctuate direct speech.</p> <p>To identify word families based on common words.</p> <p>To choose appropriate determiners a/an according to whether a word begins with a vowel or consonant.</p> <p>To use adverbs to express time, place and cause e.g., then, after, next, finally.</p>	<p>whether a word begins with a vowel or consonant.</p> <p>To revise commas in a list and to use a comma to demarcate clauses.</p> <p>To use adverbs to express time, place and cause e.g., then, after, next, finally.</p> <p>To revisit prepositions.</p> <p>To extend sentences with 'when', 'because', 'if' and 'although'.</p> <p><b>Extended narrative:</b></p> <p>To continue a narrative.</p> <p>To consider character, setting, plotline and the tone of a text.</p> <p>To use a range of conjunctions, adverbs and prepositions to show time, place and cause.</p> <p><b>Extended narrative SpaG:</b></p> <p>To spell homophones correctly, e.g. which and witch.</p> <p>To spell many of the Year 3 and 4 statutory spelling words correctly.</p> <p>To use a neat, joined handwriting style with increasing accuracy and speed</p>	
<b>Phonics</b>	<b>Phonics</b>	<b>Spelling</b>	<b>Spelling</b>	<b>Spelling</b>	<b>Spelling</b>

<p><b>Consolidation of KS1 GPCs:</b></p> <p>In Year 3, pupils will be assessed in order to identify a starting point and evident gaps.</p> <p><b>Consolidation of Year 2 CEWs:</b></p> <p>Refer to NC Years 1 and 2 word list.</p>	<p><b>Year 3/4 Spelling Objectives:</b></p> <p>Adding suffixes beginning with a vowel letter to words of more than one syllable, e.g., forgetting, forgotten, beginning, beginner</p> <p>Adding suffixes beginning with vowel letters to words of more than one syllable, e.g., gardening, gardener, limiting, limited</p> <p>The /i/ sound spelt y elsewhere than at the end of words, e.g., disappoint, incorrect, myth, pyramid.</p> <p>The /Ü/ sound spelt ou as in young, touch, double, country</p> <p>Prefixes are changed to the beginning of root words to change meaning.</p> <p>Add the following prefixes to change the meaning of the word:</p> <p>un- unable, unclear</p> <p>dis- disappoint, disobey</p> <p>mis- misbehave, mislead</p> <p>in-inactive, incorrect</p> <p>Before a root word starting with l, in- becomes il- as in illegal, illegible.</p>	<p><b>Year 3/4 Spelling Objectives:</b></p> <p>Prefixes are added to the beginning of root words to change meaning. Before a root word starting with r, in- becomes ir- as in irregular, irresponsible.</p> <p>Before a root word starting with m or p, in-becomes im- as in impossible, imperfect.</p> <p>Add the following prefixes to form new words:</p> <p>re- redo, refresh</p> <p>sub-subdivide, submarine</p> <p>inter-interact, international</p> <p>super- supermarket, superstar</p> <p>anti-antiseptic, anti-clockwise</p> <p>auto- autobiography, autograph</p> <p>Possessive apostrophe with plural words.</p>	<p><b>Year 3/4 Spelling Objectives:</b></p> <p>Words with endings sounding like /-ure/ or /-ture/, e.g., sure, measure, creature, adventure, picture.</p> <p>Endings which sound like /-sion/, e.g., television, collision</p> <p>Add the suffix -ous to form new words, e.g., poisonous, various, vigorous, serious.</p> <p>Add suffix -ation to verbs to form nouns, e.g., information, sensation, preparation</p> <p>Add suffix -ly to an adjective to form an adverb, e.g., sadly, gently</p> <p>Explore exceptions, e.g., basically and happily</p>	<p><b>Year 3/4 Spelling Objectives:</b></p> <p>Endings which sound like /shun/spelt -tion, -sion, -ssion, -cian, e.g., invention, expression, expansion</p> <p>Explore exceptions: attend – attention, intend – intention.</p> <p>Explore words with the /k/ sound spelt ch, e.g., scheme, chorus, chemist.</p> <p>Explore words with the /sh/ sound spelt ch, e.g., chef, chalet</p> <p>Homophones and near homophones, e.g., accept/except, berry/bury, missed/mist</p> <p><b>Revision of all CEW and Year 3 words. Refer to NC Years 3 and 4 Word list.</b></p>	<p><b>Year 3/4 Spelling Objectives:</b></p> <p>Explore words with the /k/ sound spelt ch, e.g., scheme, chorus, chemist</p> <p>Explore words with the /sh/ sound spelt ch, e.g., chef, chalet</p> <p>Words ending in /g/ sound spelt -gue and the /k/ sound spelt -que, e.g., league, antique</p> <p>Words with the /s/ sound spelt sc, e.g., science, discipline, fascinate.</p> <p>Words with the /ay/ sound spelt ei, eigh or ey, e.g., vein, weigh, eight, they</p> <p><b>Revision of all CEW and Year 3 words. Refer to NC Years 3 and 4 Word list.</b></p>
<b>Handwriting</b>		<b>Handwriting</b>		<b>Handwriting</b>	
<p>Practising joining through a word in stages: no ascenders or descenders</p> <p>Practising joining through a word in stages: parallel ascenders</p> <p>Introducing joining from s to ascender: sh, sl, st, sk</p> <p>Introducing joining from s, no ascender: sw, si, se, sm, sn, sp, su</p> <p>Introducing joining from s to an anticlockwise letter: sa, sc, sd, sg, so, sq</p> <p>Introducing joining from r to an ascender: rb, rh, rk, rl, rt</p> <p>Introducing joining from r, no ascender: ri, ru, rn, rp</p> <p>Introducing joining from r to an anticlockwise letter: ra, rd, rg, ro</p> <p>Introducing joining from r to e: are, ere, ure, ore, ire</p>		<p>Introducing joining to f: if, ef, af, of</p> <p>Introducing joining from f to an ascender: fl, ft</p> <p>Introducing joining from f, no ascender: e, fi, fu, fr, fy</p> <p>Introducing joining from f to an anticlockwise letter: fo, fa</p> <p>Introducing ff</p> <p>Introducing rr</p> <p>Introducing ss</p> <p>Introducing qu</p> <p>Revising parallel ascenders and descenders</p> <p>End of term check</p>		<p>Revising joins: letter spacing</p> <p>Revising joins: spacing between words</p> <p>Revising joins: consistency of size</p> <p>Revising joins: fluency</p> <p>Revising joins: parallel ascenders</p> <p>Revising joins: parallel ascenders and descenders</p> <p>Revising horizontal join from r to an anticlockwise letter: rs</p> <p>Revising break letters</p> <p>Assessment</p> <p>Revising capital letters</p>	

Introducing break letters: g, j, y, f, b, p, x, z					
Subject: English				Year group: 4	
Autumn		Spring		Summer	
1	2	1	2	1	2
Overview	Overview	Overview		Overview	Overview
<p><b>Suggested texts:</b> Bike Boy by Jane Considine</p> <p>Locomotive by Brian Floca</p> <p><b>Suggested non-fiction texts:</b> Black Bear by The Natural Curriculum</p> <p><b>The main context</b> for learning is aligned to the Humanities topic of the History of Railways.</p> <p>Children will base their fictional writing on their familiarity of how children grow and change. The focus of Bike Boy will be to expand their vocabulary and build on previous years’ skills</p> <p>Children will learn the history of railways in humanities. Using this new learning, children will produce a non-chronological report describing famous trains in history.</p> <p>This builds on the children’s grammatical skills which have been used in previous years. For example: fronted adverbials, possessive apostrophes and a range of appropriate conjunctions.</p> <p>Throughout the year, Talk for Writing will be used as a key resource in supporting pupils with text familiarisation and writing composition. SPAG will be delivered through specific skills lessons and within context of whole class texts.</p>	<p><b>Suggested texts:</b> Escape from Pompeii by Christina Balit</p> <p>Winter’s Child by Angela McAllister and Graham Baker-Smith</p> <p><b>Suggested non-fiction texts:</b> Proboscis Monkey by The Natural Curriculum</p> <p><b>The main context</b> for learning is aligned to the geography topic on extreme Earth this term.</p> <p>Children will read Escape to Pompeii which links to our geography topic of extreme Earth, focusing on volcanoes.</p> <p>This will provide the basis for developing their ability in writing to form a newspaper article reporting on the events.</p> <p>This builds on from a Year 3 topic where the children learn the key features and the structure of a recount.</p> <p>Winter’s Child links to our RE topic of Advent.</p>	<p><b>Suggested texts:</b> Until I Met Dudley by Roger McGough</p> <p>The River by Valerie Bloom</p> <p><b>Suggested non-fiction texts:</b> Arctic Fox by The Natural Curriculum</p> <p><b>The main context</b> for learning is linked to our science topic of electricity</p> <p>Pupils will study the book in detail, using their inference skills. They will make links between the reality of how each appliance works compared to the character’s beliefs. They will identify features of an explanation text. Ie time conjunctions, tense, imperative verbs, adverbs. The children will then progress to writing their own (untrue) explanation of how another appliance might work.</p> <p>This progresses on from Year 3 instructions.</p> <p><b>Poetry</b> The River by Valerie Bloom</p> <p>Linked to the water cycle, the children will identify the elements of personification in the poem. They will identify other features of the poem, such as similes and metaphors, and the rhyming pattern throughout. They will then use this format to write additional verses about the river.</p>	<p><b>Suggested texts:</b> How to Live Like a Viking Warrior by Anita Ganeri</p> <p>Macbeth by William Shakespeare – Andrew Matthews’ version</p> <p><b>Suggested non-fiction texts:</b> Rhesus Macaque by The Natural Curriculum</p> <p><b>The main context</b> for learning is linked to our history topic on the Anglo-Saxons and Vikings</p> <p>Pupils will study the Vikings and then Anglo Saxons in humanities. Children will use a variety of sources to develop a knowledge of this time in history. They will then use their text to understand the main traits of a Viking warrior. They will identify the main features of the text. Children will then use the text to create an instructional leaflet for prospective Viking warriors.</p> <p>This builds on previous writing experience of the structure of an information leaflet in Year 3.</p>	<p><b>Suggested texts:</b> The Story of St Cuthbert by Sarah Lee</p> <p>Journey by Aaron Becke</p> <p><b>Suggested non-fiction texts:</b> Three –tied Sloth by The Natural Curriculum</p> <p><b>The main context</b> for learning is linked to our history topic on the Anglo-Saxons and Vikings from the previous term and our current geography topic of Holy Island.</p> <p>Pupils will make links between their historical knowledge of Vikings and Anglo Saxons with the physical geography of Holy Island. They will then use their text to explore the life of St Cuthbert. They will then use their knowledge to produce a diary entry as St Cuthbert.</p> <p>This builds on from the children’s knowledge of the structure and features of a diary entry from Year 3.</p> <p>Children will build on their grammatical knowledge from year 3 to write a narrative to a picture book. They will revisit expanded noun phrases, adverbial phrases and will also cover similes, metaphors, personification, alliteration, onomatopoeia.</p> <p><b>World Book Day Text:</b></p>	<p><b>Suggested texts:</b> The Boy Who Biked the World: On the Road to Africa by Alastair Humphrey</p> <p>The Lost Thing by Shaun Tan</p> <p><b>Suggested non-fiction texts:</b> Painted Wolf by The Natural Curriculum</p> <p><b>The main context</b> for learning is linked to our geography topic of Continents, focusing on Africa</p> <p>Pupils will explore the continents of the world and then focus on Africa, learning the different countries and significant landmarks. Tom’s journey will be plotted on a map on the display.</p> <p>The narrative will revisit these places and children will research a new African country in Geography to support their writing of a further adventure for Tom with a focus on the setting.</p> <p>Children will watch the short film of The Lost Things alongside reading the book. Children will base their narrative on a new object that they find, written in the first person.</p>

			<p>Children to look at the layout of Shakespeare's original version of Macbeth. Using Andrew Matthew's version, children to write a playscript of the scene between Macbeth and Lady Macbeth, after using role play to support.</p>	<p><b>The main context</b> for learning changes each year according to the chosen theme in school. The chosen World Book Day text will provide pupils with the opportunity to write in a wide range of genres, styles and for a range of purposes.</p> <p>As a result, pupils will revisit the skills required to create exciting pieces of writing.</p> <p>Providing such tasks will embed knowledge and skills taught in previous units of work and further opportunities to practise and apply new grammatical terms.</p>	
<b>Reading</b>					
<p>Pupils will participate in both small group and whole class guided reading sessions. These will occur daily and focus on skills specified below. As well as this, they will complete a range of independent comprehension tasks including VIPERS and reading comprehensions. Class readers will be read for the pupils' enjoyment and when possible, this will complement the core learning. Children will be provided with opportunities to read books of their own choice. Children will take 2 home-reader books home each Monday and Friday and parents are asked to record their child's reading each night A range of fiction and non – fiction books will be used to ensure vocabulary development and exposure to a range of genres. The children will also visit Birtley library</p>					
<b>Learning Breakdown</b>					
<p><b>Word Reading:</b></p> <p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), 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><b>Comprehension:</b></p> <p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>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</li> <li>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>discussing words and phrases that capture the reader's interest and imagination</li> <li>recognising some different forms of poetry [for example, free verse, narrative poetry]</li> </ul> <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> <li>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>asking questions to improve their understanding of a text</li> </ul>		

				<ul style="list-style-type: none"> <li>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</li> <li>identifying how language, structure, and presentation contribute to meaning.</li> <li>Retrieve and record information from non-fiction</li> <li>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.</li> </ul>	
<b>Writing</b>	<b>Writing</b>	<b>Writing</b>	<b>Writing</b>	<b>Writing</b>	<b>Writing</b>
<b>Non-Chronological Report:</b> To identify key features of a non-chronological report. To analyse, record and document key information for a non-chronological report on 3 famous trains from history To organise paragraphs around a theme. To plan and write a non-chronological report. To assess the effectiveness of their own and others' writing and suggesting improvements.	<b>Newspaper Report:</b> To analyse, record and document key information for a recount of an event. To use organisational devices. To plan by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. To write a newspaper report. To assess the effectiveness of their own and others' writing and suggesting improvements.	<b>Explanation Text:</b> To identify key features of an explanation text. . To use imaginative vocabulary To write in the past/present tense consistently throughout entire piece of writing. To plan and write an explanation text. To revise and edit own work making improvements.	<b>Instructional Text:</b> To identify the features of instructions based on the mini instructions from the text. To use adverbs To use imaginative vocabulary To plan and write a set of instructions To revise and edit own work making improvements	<b>Diary Entry:</b> To analyse, record and document key information about St Cuthbert's life To identify the key features of a diary. To write paragraphs in the form of short burst writing. To plan by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. To plan, draft and write a diary entry in the role of St Cuthberts. To assess the effectiveness of their own and others' writing and suggesting improvements.	<b>Narrative:</b> To write a setting description in the form of short burst writing To plan by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. To compose and rehearse sentences progressively building a varied and rich vocabulary and an increasing range of sentence structures. To assess the effectiveness of their own and others' writing and suggesting improvements.
<b>Non-Chronological Report SpaG:</b> To use expanded noun phrases to convey information concisely. To use a dictionary to define words and a thesaurus to define synonym use. To revise organisational devices. To accurately demarcate sentences using a range of punctuation To use exciting sentence openers	<b>Newspaper Report SpaG:</b> To use and punctuate direct speech. To use nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. To use conjunctions, adverbs and prepositions to express time and cause. To use inverted commas for direct quotes.	<b>Explanation Text SpaG:</b> To use a range of punctuation To identify and use the imperative verb To include adverbs To use expanded noun phrases for description and specification. To use time conjunctions effectively To use fronted adverbials To use commas in a list	<b>Instructional Text SpaG:</b> To use chronological order To use imperative verbs To use present tense To use adverbs and adverbial phrases To use time conjunctions	<b>Diary Entry SpaG:</b> To use conjunctions, adverbs and prepositions to express time and cause. To use the first person To use apostrophes for possessions and contractions (e.g. shan't, mustn't, mightn't). To use nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.	<b>Narrative SpaG:</b> To use and correctly punctuate direct speech. To extend the range of sentences by using a wide range of conjunctions. To use a range of fronted adverbials including a comma. To use conjunctions, adverbs and prepositions to express time and cause.
<b>Spelling</b>	<b>Spelling</b>	<b>Spelling</b>	<b>Spelling</b>	<b>Spelling</b>	<b>Spelling</b>
<b>Year 3/4 Spelling Objectives:</b>	<b>Year 3 /4 Spelling Objectives:</b>	<b>Year 3/4 Spelling Objectives:</b>	<b>Year 3/4 Spelling Objectives:</b>	<b>Year 3/4 Spelling Objectives:</b> Endings which sound like /shun/spelt -tion	<b>Year 3/4 Spelling Objectives:</b> Explore words with the /k/ sound spelt ch, e.g., scheme, chorus, chemist

Consolidation of all Year 3 and 4 spelling rules and word list.	Revise prefixes taught in Year 3.  Add the following prefixes to change the meaning of the word:  un- unable, unclear  dis- disappoint, disobey  mis- misbehave, mislead  in-inactive, incorrect	Before a root word starting with l, in- becomes il – as in illegal, illegible  Words with endings sounding like /-ure/ or /-ture, e.g., sure, measure, creature, adventure, picture  Endings which sound like /-sion/, e.g., television, collision.	Add the suffix -ous to form new words, e.g., poisonous, various, vigorous, serious  Add suffix -ation to verbs to form nouns, e.g., information, sensation, preparation  Add suffix -ly to an adjective to form an adverb, e.g., sadly, gently  Explore exceptions, e.g., basically and happily	-sion, -ssion, -cian, e.g., invention, expression, expansion Explore exceptions: attend – attention, intend – intension. Explore words with the /k/ sound spelt ch, e.g., scheme, chorus, chemist Explore words with the /sh/ sound spelt ch, e.g., chef, chalet	Explore words with the /sh/ sound spelt ch, e.g., chef, chalet  Words ending in /g/ sound spelt -gue and the /k/ sound spelt -que, e.g., league, antique  Words with the /s/ sound spelt sc, e.g., science, discipline, fascinate  Words with the /ay/ sound spelt ei, eigh or ey. E.g., vein, weigh, eight, they  Homophones and near homophones, e.g., accept/except, berry/bury, missed/mist
Handwriting		Handwriting		Handwriting	
Introducing diagonal join from p and b to ascender: ph, pl, bl Introducing diagonal join from p and b, no ascender: bu, bi, be, pu, pi, pe Introducing diagonal join from p and b to an anticlockwise letter: pa, po, ps, ba Revising parallel ascenders and descenders: bb,pp, Break letters: x, z Spacing in common exception words Consistent size of letters Relative size of capitals Speed and fluency		Revising parallel ascenders Revising parallel ascenders and break letters Relative sizes of letters Proportion of letters Spacing between letters Spacing between words Writing at speed Improving fluency Speed and fluency		Consistency of size Proportion Spacing between letters and words Size, proportion and spacing Fluency: writing longer words Speed and fluency Revising break letters Print alphabet: presentation Captial letters: presentation	
Subject: English					
Year group: 5					
Autumn		Spring		Summer	
1	2	1	2	1	2
Overview	Overview	Overview		Overview	Overview
<b>Suggested texts:</b> How to Live Forever by Colin Thompson Street Child by Berlie Doherty Poetry: Two Birds by Joshua Seigal  <b>The main context</b> for learning is aligned to our history unit of work for this term (a local history study focusing on the Victorian era).	<b>Suggested texts:</b> Dr. Maggie's Grand Tour of the Solar System by Dr. Maggie Aderin-Pocock Where Snow Angels Go by Maggie O'Farrell Poetry: Zombriella: Fairytale Gone Bad by Joseph Coelho  <b>The main context</b> for the first 3-4 weeks of learning is aligned to our science unit of work for this term (Earth and Space). Following	<b>Suggested texts:</b> The Explorer by Katherine Rundell The Story or Isis and Osiris (Egyptian myth) Poetry: Michael Rosen and Disney songs  The main text for this term (The Explorer) was chosen as high-quality text that will extend children's	<b>Suggested texts:</b> A Midsummer Night's Dream by William Shakespeare The Man who Walked Between the Towers by Mordicai Gerstein Poetry: Poems from a Green and Blue Planet, edited by Sabrina Mahfouz  <b>The main context</b> for learning is National Shakespeare Week, which takes place each year in the spring term. Year 5 children	<b>Suggested texts:</b> Varjak Paw by S.F. Said Poetry: The Highwayman by Alfred Noyes  <b>The main context</b> for learning is to develop reading skills and write a mystery narrative that includes suspense. Varjak Paw will be used as a model for pupils to write their own narrative in a similar style and genre.	<b>Suggested texts:</b> The Forbiddem Place (Plazoom suspense text) Poetry: Refugees by Brian Bilston  <b>The main context</b> for learning is aligned to the summer 2 RE unit of work: stewardship.  Pupils will discuss foreign conflict and asylum in their RHE lessons throughout the year, and they will discuss religious beliefs regarding refugees in RE lessons this term. This will culminate in a unit of English study focusing on the poem Refugees by Brian Bilston. On the first read, pupils will discuss the meaning of the poem and

<p>Children will read a wide range of fiction, non-fiction and poetry texts/extracts in English, which link to the history topic covered, and to learn about and celebrate Black History Month in October. Children will also read a variety of non-fiction material in history lessons, thus building their contextual knowledge of life in Victorian Britain.</p> <p>This will provide the basis for developing their ability in writing to form balanced arguments based on oral debate, persuasive letter writing and biographies. This builds on prior writing composition, for example building greater cohesion within and across paragraphs, advanced narratives and layout devices.</p> <p>SPAG will be delivered through specific skills lessons, as well as within the context of whole-class texts. Vocabulary will be taught through explicit teaching, but also through reading across the curriculum.</p>	<p>this, pupils will read and explore a text about winter in the run-up to Christmas.</p> <p>This will provide the basis for developing pupils' ability to write non-chronological reports and critical book reviews. Children will also explore a range of poetry to support them when writing their own poem for Remembrance Day.</p> <p>SPAG lessons will be delivered through specifically aligned lessons which also link with the whole class texts, and discrete tier 1 and tier 2 vocabulary lessons will be taught in English, whilst subject-specific terminology (tier 3 words) will be taught in science lessons and recapped in English.</p>	<p>vocabulary and will be used to modal a range of grammatical writing features.</p> <p>This book will be used to develop fluency and reading comprehension as part of reading lessons, and it will inspire pupils to write a narrative story that explains how the explorer came to the city.</p> <p>Pupils will also read and analyse a range of myths, making comparative links between their geographical location and historical evolution.</p> <p>Through the study of myths and legends, pupils will recognise how myths are often stories passed on from generation to generation and that they are often real events interpreted.</p> <p>The focus text for writing, an Egyptian myth (Isis and Osiris) is aligned to the topic pupils will be studying in history (the ancient Egyptians).</p> <p>SPAG will be delivered through specific skills lessons, as well as within the context of whole-class texts. Vocabulary will be taught through explicit teaching, but also</p>	<p>will read a child-friendly version of A Midsummer Night's Dream, and they will use this text to take part in drama and to write a playscript.</p> <p>Pupils will also use a picture book (The Man who Walked Between the Towers), as a basis for a non-fiction recount. Pupils will build on previous learning; they will be encouraged to include previously taught objectives in their writing, as well as new grammar objectives specific to this style of writing.</p> <p>SpaG and vocabulary will continue to be taught through discrete lessons and through reading across the curriculum.</p>	<p>Children will study The Highwayman as part of a poetry unit. They will explore the themes of love and loss, as well as the different voices in the poem. Pupils will then learn parts of the poem to recite, and they will study the use of poetic devices.</p> <p>SpaG and vocabulary will continue to be taught through discrete lessons and through reading across the curriculum.</p>	<p>debate the contentious issue. The second read will allow pupils to read the poem from a different viewpoint, leading to further discussions of the topic, as well as the poem itself.</p> <p>Pupils will also consolidate their learning from previous terms (particularly the mystery unit from summer 1), to complete some short-burst narrative writing involving suspense.</p> <p>SpaG and vocabulary will continue to be taught through discrete lessons and through reading across the curriculum.</p>
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		through reading across the curriculum.			
<b>Reading</b>					
<p>Pupils will participate in whole-class reading sessions three times per week. These lessons will focus on the skills specified below. As well as this, they will complete a range of independent comprehension tasks using short extracts and the class novel. Pupils will also take part in 1:1 reading with a teacher/teaching assistant, and they will further develop their reading skills through daily use of Reading Plus. In preparation for Year 6 SATs, pupils will recognise how to answer test papers quickly and efficiently and begin answering test paper style questions, paying attention to question type relative to marks available. Class readers will be read for the pupils' enjoyment and when possible, this will complement the core learning. Children will be provided with opportunities to read books of their own choice. A range of fiction and non – fiction books will be used to ensure vocabulary development and exposure to a range of genres. Children will also visit Birtley Library each half term to select a book to read in class.</p>					
<b>Learning Breakdown</b>					
<b>Word Reading:</b> Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet		<b>Comprehension:</b> Maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>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 English – key stages 1 and 2 34 Statutory requirements</li> <li>recommending books that they have read to their peers, giving reasons for their choices</li> <li>identifying and discussing themes and conventions in and across a wide range of writing</li> <li>making comparisons within and across books</li> <li>learning a wider range of poetry by heart</li> <li>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.</li> </ul> Understand what they read by: <ul style="list-style-type: none"> <li>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>asking questions to improve their understanding</li> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>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</li> <li>identifying how language, structure and presentation contribute to meaning.</li> </ul> Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader			

				<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>	
<b>Writing</b>	<b>Writing</b>	<b>Writing</b>	<b>Writing</b>	<b>Writing</b>	<b>Writing</b>
<p><b>Instructions, Balanced Argument, Persuasive Letter, Biography:</b></p> <p>To write instructions to create an immortality potion.</p> <p>To orally debate a contentious issue: Would you like to be immortal?</p> <p>To use the debate to plan and write a balanced argument about immortality.</p> <p>To plan, draft and write a persuasive letter arguing for or against Victorian Workhouses.</p> <p>To write a biography for Black History Month.</p> <p>To assess the effectiveness of their own and others' writing and suggest improvements.</p> <p><b>SpaG:</b></p> <p>To ensure consistent and correct use of tenses and person throughout a piece of writing.</p> <p>To use modal verbs and adverbs of possibility.</p> <p>To use a range of relative clauses beginning with relative pronouns.</p> <p>To use a range of adverbial clauses.</p> <p>To use apostrophes for possession and contraction.</p> <p>To recognise the difference between subordinating and coordinating conjunctions: (FANBOYS and ISAWAWABUB).</p>	<p><b>Poetry, Non-Chronological report, Critical Review:</b></p> <p>To write an emotive poem for Remembrance Day.</p> <p>To write a non-chronological report about the solar system.</p> <p>To plan, draft and write a critical book review.</p> <p>To assess the effectiveness of their own and others' writing and suggest improvements.</p> <p><b>SpaG:</b></p> <p>To use compound and complex sentences with subordinate clauses.</p> <p>To use brackets, dashes or commas to indicate parenthesis.</p> <p>To use a colon to introduce a list.</p> <p>To know the difference between simple past and present perfect.</p> <p>To recognise use of the active and passive voice.</p>	<p><b>Narrative, Myth:</b></p> <p>To use carefully selected vocabulary in a setting description</p> <p>To plan, draft and write a narrative about how the explorer came to be in the city.</p> <p>To assess the effectiveness of their own and others' writing and suggesting improvements.</p> <p><b>SpaG:</b></p> <p>To use a range of noun phrases, adjectives, verbs, adverbs, similes, metaphors and personification to describe</p> <p>To use a semi-colons to link two independent clauses.</p> <p>To accurately punctuate direct speech.</p>	<p><b>Playscript, Recount:</b></p> <p>To identify the main features of a playscript.</p> <p>To write, rehearse and perform part of the play 'A Midsummer Night's Dream'.</p> <p>To write factual and detailed recount of a past event.</p> <p>To establish and clearly convey a specific viewpoint.</p> <p>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>To assess the effectiveness of their own and others' writing and suggesting improvements.</p> <p><b>SpaG:</b></p> <p>To use commas to clarify meaning or avoid ambiguity.</p> <p>To use cohesive devices to link ideas within and across paragraphs.</p> <p>To use passive verbs to affect the presentation of information in a sentence.</p> <p>To use brackets, dashes or commas to indicate parenthesis.</p> <p>To use brackets for stage directions.</p> <p>To use the perfect form of a verb.</p>	<p><b>Suspense Narrative:</b></p> <p>To write a setting description in the form of short burst writing to build suspense.</p> <p>To plan by 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>To plan, draft and write a narrative.</p> <p>To assess the effectiveness of their own and others' writing and suggesting improvements.</p> <p><b>SpaG:</b></p> <p>To use simile, metaphor and personification in writing.</p> <p>To use the 'power of 3' in description writing.</p> <p>To use a range of adverbial clauses and different sentence types.</p> <p>To accurately use of colons to introduce a list.</p> <p>To accurately punctuate direct speech.</p>	<p><b>Narrative, letter writing:</b></p> <p>To recap, revise and apply previously taught objectives.</p> <p>To draft, plan and write a short narrative with dialogue and suspense.</p> <p>To plan, draft and write a letter to their Year 3 buddies, welcoming them to St. Joseph's Juniors.</p> <p><b>SpaG:</b></p> <p>Pupils will be expected to include a variety of punctuation and grammatical features that they have learnt during their education so far.</p>
<b>Spelling</b>	<b>Spelling</b>	<b>Spelling</b>	<b>Spelling</b>	<b>Spelling</b>	<b>Spelling</b>

<b>Consolidation of Years 3/4 spelling objectives.</b>  Refer to NC Y3/4 word list.  Adding suffixes beginning with vowel letters to words with more than one syllable	<b>Consolidation of Year 3/4 Spelling Objectives:</b>  Words ending in: -ious and -cious  -cial and –tial  -ant and –ance  Explore homophones and challenge words	<b>Year 5/6 Spelling Objectives:</b>  Words ending in: -ent and –ence -able and –ible -ibly and -ably  The soft c and soft g sound  Homophones	<b>Year 5/6 Spelling Objectives:</b>  Adding suffixes beginning with vowel letters to words ending in –fer  Words with silent letters at the start  Words spelled with ‘ie’ after ‘c’  Adverbials of time	<b>Year 5/6 Spelling Objectives:</b>  Words with ‘ee’ sound spelled ‘ei’ after ‘c’ The letter string ‘ough’ with the sound ‘aw’, ‘o’ (as in boat) and ‘ow’ (as in cow) Adverbs of possibility	<b>Year 5/6 Spelling Objectives:</b>  Homophones and challenge words  Revision of Year 3, 4 and 5 spellings.
<b>Handwriting</b>		<b>Handwriting</b>		<b>Handwriting</b>	
Introducing sloped writing in letter families Practising sloped writing: diagonal join to ascender: th, sh, nb, nd, ht, st Practising sloped writing: diagonal join, no ascender: ai, ay, kn, er, ie, en Practising sloped writing: diagonal join to an anticlockwise letter: ac, sc, bo, da, ea, Practising sloped writing: horizontal join to ascender: wh, wl, oh, ol, of, ob Practising sloped writing: horizontal join, no ascender: oi, oy, ou, op, ve Practising sloped writing: horizontal join to an 55dvice55ckwise letter: oo, oa, wa, wo, va, vo Practise sloped writing: joining from r: ra, re, ri, ro, ru Practise sloped writing: joining from s: sh, su, sc, sl, sw, sp		Practising sloped writing: proportion- joining from f to ascender: fl, ft Practising sloped writing: size – joining from f, no ascenders: fa,fe, fi, fo, fu Different styles for different purposes: writing a paragraph Practising sloped writing: speed: ff Practising sloped writing: speed and legibility: rr Practising sloped writing: size, proportion and spacing: ss Practising sloped writing: building speed: qu Different styles for different purposes: decorative alphabets Different styles for different purposes		Sloped writing: proportion, joining p and b to ascenders: ph, pl, bl Handwriting for different purposes: joining from p and b, no ascender: bu, bi, pe, pu, pi, pr Practising sloped writing: parallel downstrokes: pp. Bb Practising sloped writing: all double letters Practising sloped writing for speed: tial, cial Practising sloped writing for fluency Personal style Handwriting for different purposes: print alphabet Capital letters	
<b>Subject: English</b>					
<b>Autumn</b>			<b>Spring</b>		<b>Summer</b>
<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>
<b>Overview</b>		<b>Overview</b>		<b>Overview</b>	<b>Overview</b>
<b>Suggested texts:</b> War Horse by Michael Morpurgo Windrush Child by John Agard. Nicky & Vera by Peter Sis The Spy who Played Baseball by Carrie Jones  <b>The main context</b> for learning is WWI, in preparation for Remembrance Day in November. Children will read the novel War Horse, alongside	<b>Suggested texts:</b> Clockwork by Phillip Pullman Extracts from fantasy texts including The Hobbit by JRR Tolkein and The Dark is Rising by Susan Cooper. In Flander’s Fields by John McCrae  <b>The main context</b> for learning is a focus on the fantasy and folklore genre.	<b>Suggested texts:</b> A range of non-fiction, explanation texts on the Maya including: The History of the Maya by Claire Hibbert and Mayan Civilization by Izzi Howell Incredible Ecosystems of Planet Earth by Rachel Ignatofsky	<b>Suggested texts:</b> Night of the Gargoyles by Eve Bunting and David Weisner Moth by Isabel Thomas The Origin of the Species by Sabina Radeva Romeo and Juliet by William Shakespeare  High quality writing, with pictures, support all children to	<b>Suggested texts:</b> Night of the Gargoyles by Eve Bunting and David Weisner The Orchard Book of Greek Myths  <b>End of KS2 assessment preparation – reading and GPS. Key revision of long-term knowledge recall and application.</b>	<b>Suggested texts:</b> How to be Awesome by Matthew Syed  <b>The main context</b> for learning is the transition to secondary school, giving children the confidence to move to a new key stage. They will write a letter to Year 3, sharing their knowledge and 55dvice for moving through KS2.  As moderation materials state that pupils should independently select subject matter, pupils will

<p>supplementary picture books to support their learning.</p> <p>Alongside this, children will analyse the poem, Windrush Child by John Agard and to celebrate Black History Month in October. This will link to History, Geography and Art, as the children learn about post-war migration, the geography of the West Indies and the Caribbean landscape through the medium of watercolour painting.</p> <p>This unit of study will provide the basis for developing their understanding of standard and non-standard English through both formal and informal writing, and the associated text features including contracted form of verbs, the passive and active voice, organising ideas into paragraphs and building greater cohesion within and across paragraphs, through adverbials and formal conjunctions, and layout devices.</p> <p>SPAG will be delivered through specific skills lessons, as well as within the context of whole-class texts. Vocabulary will be taught through explicit teaching, but also through reading across the curriculum. Where possible, tier 2 vocabulary will be taught prior to shared reading of texts.</p>	<p>Children will read a wide range of fiction in English, with a focus on the features of the fantasy genre.</p> <p>Learners will use the book 'Clockwork' to write a persuasive leaflet to encourage people to visit Glockenheim (the setting of the story). After they have finished reading the book, they will plan and write a critical review, sharing a summary of the book, as well as their thoughts and opinions about it.</p>	<p><b>The main context</b> for learning is based on the Maya, which the children will be studying in humanities. In addition, the children will produce a narrative based on the short film, Alma.</p> <p>A range of strategies will be used to support pupils with text familiarisation and writing composition. Spelling, punctuation and grammar, as well as key vocabulary, will be delivered through specific skills lessons and children will explore writing toolkits to identify audience, purpose, language and layout.</p> <p>Year 6 will also explore great picture books to support their learning in both science and humanities, this term.</p>	<p>explore narrative structures, vocabulary and sentence construction in a deep and powerful way. Children will build on their experience of engaging with picture books in Year 5, and develop the skills needed to take notes, summarise texts, use different levels of formality, and learn the grammatical features and layout devices needed, to further develop their narrative and persuasive writing.</p> <p>A range of strategies will be used to support pupils with text familiarisation and writing composition. Spelling, punctuation and grammar, as well as key vocabulary, will be delivered through specific skills lessons and children will explore writing toolkits to identify audience, purpose, language and layout.</p> <p><b>End of KS2 assessment preparation – reading and GPS.</b> <b>Key revision of long-term knowledge recall and application.</b></p>	<p>Children will be given the opportunity for short-burst writing across genre types and subjects.</p> <p>There will also be an opportunity for newspaper report writing, as children build on their prior knowledge of formal writing, exploring the features of reports and non-fiction texts, layout devices, tier three vocabulary and devices to create cohesion such as colons and bullet points, formal conjunctions and paragraphs.</p>	<p>complete some 'free writing', which will be a genre of their choice, or they may choose to edit and re-write/improve a piece of writing from the Autumn 1 term.</p> <p>This unit is the culmination of primary school English curriculum and builds upon all the writing techniques that pupils have learnt, particularly in KS2.</p>
<b>Reading</b>					
<p>Pupils will participate in daily opportunities to read both carefully chosen extracts from a wide range of texts and novels. Reading will be taught in a whole class context, with opportunities to engage with extended reads of challenging novels, extracts from classic texts and texts which provide an opportunity to engage with a range of genres and text types relating to areas of study. Pupils will listen to modelled reads, choral and echo reads and close reads, to build fluency and aid comprehension.</p> <p>Additional provision will be made for pupils who are not yet fluent readers, both through interventions such as Finding Fluency and Boosting Reading Potential, and Lexia and Reading Plus.</p>					
<b>Learning Breakdown</b>					

<p><b>Word Reading:</b>          Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet.</p>	<p><b>Comprehension:</b>          Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• reading books that are structured in different ways and reading for a range of purposes</li> <li>• 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 English – key stages 1 and 2 34 Statutory requirements</li> <li>• recommending books that they have read to their peers, giving reasons for their choices</li> <li>• identifying and discussing themes and conventions in and across a wide range of writing</li> <li>• making comparisons within and across books</li> <li>• learning a wider range of poetry by heart</li> <li>• 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.</li> </ul> <p>Understand what they read by:</p> <ul style="list-style-type: none"> <li>• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>• asking questions to improve their understanding</li> <li>• drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• 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</li> <li>• identifying how language, structure and presentation contribute to meaning.</li> <li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• Distinguish between statements of fact and opinion</li> <li>• Retrieve, record and present information from non-fiction</li> <li>• 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</li> <li>• 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</li> <li>• Provide reasoned justifications for their views.</li> </ul>
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Writing	Writing	Writing	Writing	Writing	Writing
<p><b>Diary entry/balanced argument/poetry:</b></p> <p>To write a diary entry from the perspective of Albert, conveying emotions and action.</p> <p>To orally debate a contentious issue: Should animals be used in battle?</p> <p>To use the debate to plan and write a balanced argument.</p> <p>To plan, draft and write a poem for Black History Month.</p> <p><b>Diary entry/balanced argument/poetry SpaG:</b></p> <p>To describe settings, character and atmosphere by integrating dialogue to convey character feelings and advance the action.</p> <p>To recognise the difference between past tenses: simple, progressive, and perfect/present participles.</p> <p>To recognise and use the subjunctive mood.</p> <p>To revise the use of apostrophes for possession and contractions.</p> <p>To accurately use colons/semi-colons.</p> <p>To recognise use of the active and passive voice.</p> <p>To accurately use time adverbials and other devices for cohesion.</p> <p>To recognise and use relative clauses.</p> <p>To accurately punctuate direct speech.</p> <p>To explore synonyms and antonyms.</p> <p>To recognise and use prepositional phrases.</p> <p>To use subordinating conjunctions to join main clauses and subordinate clauses.</p> <p>To use a range of devices to build cohesion within and across paragraphs.</p> <p>To use simile, metaphor and personification.</p> <p>To assess the effectiveness of their own and others' writing and suggest improvements.</p>	<p><b>Persuasive leaflet/critical review:</b></p> <p>To use persuasive language to write a leaflet, encouraging people to visit Glockheim.</p> <p>To discuss the book 'Clockwork', summarising the story and critically reviewing the story.</p> <p>To plan, draft and write a critical review of the book Clockwork.</p> <p><b>Persuasive leaflet/critical review SpaG:</b></p> <p>To use subordinating conjunctions to join main clauses and subordinate clauses.</p> <p>To use a range of devices to build cohesion within and across paragraphs.</p> <p>To consistently use present (and future) tense</p> <p>To use modal verbs and adverbs (with high modality).</p> <p>To use adjectives, similes, metaphors and personification to describe.</p> <p>To use a variety of sentence types.</p> <p>To give opinions using first person.</p> <p>To assess the effectiveness of their own and others' writing and suggest improvements.</p>	<p><b>Non-chronological report/narrative</b></p> <p>To write a non-chronological report about The Maya</p> <p>To watch and discuss the video 'Alma'</p> <p>To use the video as inspiration to write a narrative.</p> <p><b>Non-chronological report/narrative SpaG:</b></p> <p>To recognise the difference between past tenses: simple, progressive, and perfect/present participles.</p> <p>To recognise and use the subjunctive mood.</p> <p>To revise the use of apostrophes for possession and contractions.</p> <p>To accurately use colons/semi-colons.</p> <p>To recognise use of the active and passive voice.</p> <p>To accurately use time adverbials and other devices for cohesion.</p> <p>To recognise and use relative clauses.</p> <p>To accurately punctuate direct speech.</p> <p>To explore synonyms and antonyms.</p> <p>To recognise and use prepositional phrases.</p> <p>To understand and use simile, metaphor, personification and other poetic devices.</p>	<p><b>Narrative/persuasive letter:</b></p> <p>To plan, draft and write a narrative piece of writing, based on the picture book Night of the Gargoyles.</p> <p>To write a letter persuading people to reduce their use of single-use plastics.</p> <p><b>Narrative/persuasive letter SpaG:</b></p> <p>To describe settings, character and atmosphere by integrating dialogue to convey character feelings and advance the action.</p> <p>To recognise and use the subjunctive mood.</p> <p>To revise the use of apostrophes for possession and contractions.</p> <p>To accurately use colons/semi-colons.</p> <p>To accurately use time adverbials and other devices for cohesion.</p> <p>To recognise and use parenthesis.</p> <p>To accurately punctuate direct speech.</p> <p>To explore synonyms and antonyms.</p> <p>To recognise and use prepositional phrases.</p> <p>To identify the grammatical features, vocabulary and tone of a persuasive letter.</p> <p>To use subordinating conjunctions to join main clauses and subordinate clauses.</p> <p>To use modal verbs and adverbs of possibility.</p> <p>To use a range of devices to build cohesion within and across paragraphs.</p> <p>To use simile, metaphor and personification.</p> <p>To assess the effectiveness of their own and others' writing and suggest improvements.</p>	<p><b>KS2 SATs preparation – reading and SpaG.</b></p> <p><b>Key revision of long-term knowledge recall and application. Key components.</b></p> <p><b>Revision of Key SpaG:</b></p> <p>Refer to National Curriculum SpaG.</p> <p><b>Newspaper report:</b></p> <p>To write factual and detailed recount of a past event, based on the book 'Night of the Gargoyles'.</p> <p><b>Newspaper report SpaG:</b></p> <p>To identify the main features of a newspaper report.</p> <p>To establish and clearly convey a specific viewpoint.</p> <p>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>To recognise the difference between past tenses: simple, progressive, and perfect/present participles.</p> <p>To use a range of devices to build cohesion within and across paragraphs.</p> <p>To assess the effectiveness of their own and others' writing and suggesting improvements.</p> <p><b>Diary Entry:</b></p> <p>To identify the key features of a diary.</p> <p>To write paragraphs organised around an idea or theme.</p> <p>To plan by 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>To plan, draft and write a diary entry in role.</p> <p>To assess the effectiveness of their own and others' writing and suggesting improvements.</p> <p><b>Diary Entry SpaG:</b></p>	<p><b>Informal letter writing:</b></p> <p>To write a letter to Y3 pupils, sharing experiences and advice for life in St. Joseph's Juniors.</p> <p>Free writing: To plan and write a piece of your choice, considering purpose and audience.</p> <p>Informal letter writing SpaG:</p> <p>To use first person to share ideas, experiences and opinions.</p> <p>To use coordinating and subordinating conjunctions to join sentences.</p> <p>To use adverbials of time to link paragraphs for cohesion.</p> <p>To use parenthesis to include additional information.</p> <p>To link ideas using the present perfect tense.</p> <p><b>Free Writing:</b></p> <p>To independently plan, compose, edit and refine a range of text types.</p> <p>To identify the grammatical features, vocabulary, layout features, audience and purpose across a range of text types.</p> <p>To link ideas across paragraphs using cohesive devices such as adverbials.</p> <p>To choose the appropriate form of writing and style to suit specific purpose and audience.</p> <p>To use the language conventions and grammatical features of the different types of text, as appropriate.</p> <p>To investigate and note features of impersonal style: complex sentences; use of passive voice; technical vocabulary; use of words and phrases to make sequential, causal or logical connections.</p> <p>To plan, draft and write a range of text types.</p> <p>To assess the effectiveness of their own and others' writing.</p> <p><b>SpaG:</b></p> <p>To use a selection of KS1 and KS2 spelling, punctuation and grammar, relevant to the genre/style of writing.</p>

			<b>KS2 SATs preparation – reading and SpaG.</b> <b>Key revision of long-term knowledge recall and application. Key components.</b>  <b>Revision of Key SpaG:</b> Refer to National Curriculum SpaG.	To use conjunctions, adverbials and prepositional phrases to create cohesion. To use the first person To use apostrophes for possessions and contractions (e.g. shan't, mustn't, mightn't). To use nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. To accurately use rhetorical questions. To use brackets, dashes, and commas to indicate parenthesis.	
<b>Spelling</b>	<b>Spelling</b>	<b>Spelling</b>	<b>Spelling</b>	<b>Spelling</b>	<b>Spelling</b>
<b>Revision of Year 3/ 4 spelling objectives.</b> Refer to Year 3 /4 NC.  <b>Consolidation of Year 3 /4 spelling list.</b>  Refer to NC Years 3 and 4 word list.	<b>Revision Year 3/4 Spelling Objectives:</b>  Refer to Year 3 /4 NC.  <b>Consolidation of Year 3 /4 spelling list.</b>  Refer to NC Years 3 and 4 word list.	<b>Year 5/6 Spelling Objectives:</b>  Endings which sound like -cious and -tious, e.g., vicious, conscious, ambitious, nutritious Explore exception: anxious  Endings which sound like -cial, e.g., official, special, artificial, essential  Word ending in: -ant, -ance/-ancy, -ent -ence/-ency, e.g., observant – observance, hesitant-hesitancy, decent – decency.	<b>Year 5/6 Spelling Objectives:</b>  Words ending in -able and -ible, e.g., adorable, legible  Words ending in -ably and -ibly, e.g., terrible/terribly. Adorable/adorably  Explore homophones and other words that are often confused	<b>Consolidation of Year 5/6 Spelling Objectives:</b>  Adding suffixes beginning with vowel letters to words ending in -fer, e.g., referring, referred, referral  Use a hyphen, e.g., co-ordinate, re-enter  Words with the 'ee' sound spelt ei after c, e.g., deceive, ceiling. Explore exceptions	<b>Consolidation of Year 5/6 Spelling Objectives:</b>  Words containing the letter-string ough, e.g., ought, nought, through, though, plough  Words with 'silent' letters, e.g., doubt, island, lamb, solemn, thistle, knight  Explore homophones and other words that are often confused.
<b>Handwriting</b>		<b>Handwriting</b>		<b>Handwriting</b>	
Style for speed: crossbar join from t: th, ti, tr, ta, tt Style for speed: looping from g: gl, gi, gr, ga, gg Style for speeds: looping from j and y: je, jo, ye, yr, yo Style for speed: looping from f Style for speed: different joins to s Style for speed: looping from b Style for speed joining from v, w, x and z Handwriting for different purposes: abbreviations Spacing between words		Improving handwriting: the importance of consistent sizing Improving handwriting: the importance of proportion Improving handwriting: the importance of spacing Improving handwriting: the importance of consistent sizing of parallel of consistent sizing of parallel ascenders and descenders Improving handwriting: the importance of closed and open letters		Handwriting for different purposes: fast –joined and print letters Handwriting for different purposes: note making Handwriting for different purposes: neat writing Handwriting for different purposes: print letters for personal details Different styles of writing Handwriting for different purposes: presentation Handwriting for different purposes: decorated capitals Handwriting for different purposes: layout Handwriting for different purposes: handwriting patterns	

	Improving handwriting: pen breaks in longer words Handwriting for different purposes: annotations Handwriting for different purposes	
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**Appendix 3:**





# Writing Purpose Coverage

St Joseph's Catholic Infant and Junior Schools, Birtley

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
EYFS	I can make marks - Inform I can form letters - Inform I can begin to combine letters to write VC/CVC words - Inform I can write my name - Inform I can label a picture - Inform I can begin to write a sentence - Inform				I can write a list– Inform I can write text for a poster - Inform I can write a sentence to express my ideas – Inform/entertain I can write a plan - Entertain/inform I can write my full name - Inform I can write a sign - Inform I can write a description of my creative work - Entertain				I can write a simple recount - Entertain I can write instructions - Inform I can write a story - Entertain I can write a letter - Inform I can write a prediction - Entertain			
Year 1	Entertain Narrative		Inform Informal Letters		Entertain Descriptions	Entertain Narrative	Inform Information Reports	Entertain Poetry	Inform Non-Chronological reports	Entertain Narrative	Inform Instructions	Entertain Narrative
Year 2	Entertain Narrative	Inform Non-Chronological Report	Entertain Postcard	Inform Letter & Chronological Report	Entertain Diary Entry & Haiku Poem	Inform Newspaper Report	Entertain Setting description Character description Kenning Poem	Inform Biography	Inform Instructions  Persuade Advert	Entertain Playscript	Inform Fact File  Entertain Acrostic Poem	Inform Explanation
Year 3	Inform Non-Chronological Report	Entertain Narrative (setting)	Inform Instructions	Entertain Narrative (from an alternative viewpoint)	Inform Advertisement	Entertain Recount	Persuade Letter	Entertain Playscript and Newspaper Report	Inform Instructions (recipes)	Entertain Poetry & Extended narrative	Inform Interview and Report	Entertain Diary Entry
Year 4	Entertain Narrative		Inform Newspaper	Entertain Narrative	Inform Explanation	Persuade Persuasive Speech	Inform Non-Chronological Report	Entertain Playscript	Entertain Fantasy	Inform Biography	Entertain Setting	Inform Information Leaflet
Year 5	Inform Instructions Biography	Inform Non-Chronological Report	Entertain Poetry	Inform Non-chronological report Critical review	Entertain Extended Narrative Myth	Inform Recount	Inform Non-Chronological Report	Persuade Letter/Speech	Discuss Balanced Argument	Entertain Playscript Suspense Narrative	Entertain Suspense Narrative	Inform Letter Writing
Year 6	Entertain Diary Entry	Discuss Balanced Argument	Persuade Persuasive Advert	Discuss Critical Review	Inform Non-Chronological Report - Mayans	Entertain Narrative	Persuade Persuasive Letter	Entertain Narrative	SATs Short-Burst Writing	Inform Newspaper Report	Inform Letter	Entertain Narrative – Free-Writing
Key	Entertain		Inform		Persuade		Discuss					

Appendix 4:

# Core Text Overview

St Joseph's Catholic Infant and Junior Schools, Birtley



## EYFS

Term	Autumn	Spring	Summer
<b>Core Texts</b>			
<b>Supplementary Texts</b>			
<b>Shared Readers</b>			
<b>Poetry</b>	Nursery rhymes Chop Chop (Harvest)	Nursery rhymes 5 Little Pumpkins (Halloween)	The Worm that Wouldn't Wiggle – Steve Attewell



# Year 1

Term	Autumn	Spring	Summer
Core Texts	   	  	    
Supplementary Texts	  	 	 
Shared Readers	   	     	  
Poetry		 	<p>Arctic haiku by Christopher J. Wilson</p>

# Year 2

Term	Autumn			Spring			Summer		
Core Texts	 						 	 	
Supplementary Texts		 	 	 	 	 			
Shared Readers									
Poetry									



## Year 3

Term	Autumn		Spring		Summer		
Core Texts							
Supplementary Texts							
Shared Readers							
Poetry							

Autumn poetry pack

## Year 4

Term	Autumn		Spring		Summer	
Core Texts		 	 	 	 	 
Supplementary Texts						
Shared Readers						
Poetry						



# Year 5

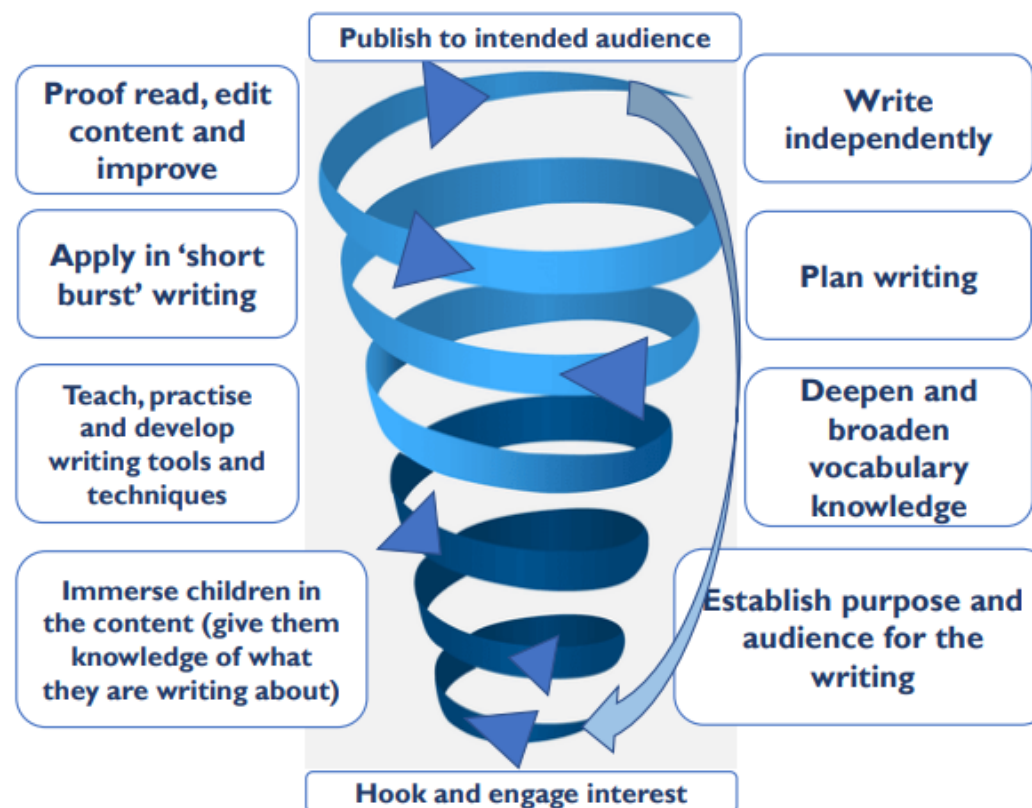
Term	Autumn		Spring		Summer		
Core Texts							
Supplementary Texts							
Shared Readers							
Poetry							

# Year 6

Term	Autumn		Spring		Summer	
Core Texts				SATs revision 		 
Supplementary Texts	 	Fantasy stories extracts				
Shared Readers		 				
Poetry						



**St Joseph's Catholic Infant and Junior Schools**  
**Approach to Teaching Writing**



Our teachers see writing as a process that requires responsive teaching and the ability to move back and forwards between different aspects of writing instruction rather than viewing this as a linear process. This is why our approach is represented using a spiral: teaching will move between the different aspects e.g. develop some vocabulary, teach and practise a new grammar skill incorporating the taught vocabulary, then return to explicitly teach more vocabulary to broaden the range of available words OR practise a particular technique, apply it into a short writing task and then, as appropriate, revisit the technique to repair misunderstanding or develop and deepen understanding. Effective delivery of the curriculum requires teachers to feedback to children at all stages and use assessment to inform next steps in teaching.

The spiral repeats 2-3 times within a writing block.