



# English Curriculum Map 2020-2021

Daily phonics EYFS, KS1-2	Phonics Letters and Sounds for the order of sounds in phases,  Smart phonics, Twinkl phonics and Jolly phonics.
Daily Reading 'Every Child is a Reader' EYFS-KS4	GL- assessment reading baseline  Oxford Reading Tree record scheme  Ginn 360 Reading Programme  Each Child has an individual reading record with personalised reading targets, ability appropriate levelled book and a free choice book around the child's interest.
Handwriting	teodorescu handwriting and letter formation  Linkpen Handwriting- cursive font  <a href="https://linkpenfonts.co.uk/index.php?main_page=page&amp;id=16">https://linkpenfonts.co.uk/index.php?main_page=page&amp;id=16</a>

## Early Years Foundation Stage

	Communication & Language	30-50 Months	40-60 Months	Early Learning Goals
<b>Phonics</b> <i>Autumn Term:</i> Phases 1 and 2 <i>Spring Term:</i> Phase 3 <i>Summer Term :</i> Phase 4	<b>Listening and Attention</b>	<ul style="list-style-type: none"> <li>•Listens to others one to one or in small groups, when conversation interests them. •Listens to stories with increasing attention and recall. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. •Focusing attention – still listen or do, but can shift own attention. • Is able to follow directions (if not intently focused on own choice of activity).</li> </ul>	<ul style="list-style-type: none"> <li>•Maintains attention, concentrates and sits quietly during appropriate activity. •Two-channelled attention – can listen and do for short span.</li> </ul>	Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.
	<b>Understanding</b>	<ul style="list-style-type: none"> <li>•Understands use of objects (e.g. "What do we use to cut things?") •Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. •Responds to simple instructions, e.g. to get or put away an object. •Beginning to understand 'why' and 'how' questions.</li> </ul>	<ul style="list-style-type: none"> <li>•Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. •Able to follow a story without pictures or props. •Listens and responds to ideas expressed by others in conversation or discussion.</li> </ul>	Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.
	<b>Speaking</b>	<ul style="list-style-type: none"> <li>•Beginning to use more complex sentences to link thoughts (e.g. using and, because). •Can retell a simple past event in correct order (e.g. went down slide, hurt finger). •Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. •Questions why things happen and gives explanations. Asks e.g. who, what, when, how. •Uses a range of tenses (e.g. play, playing, will play, played). •Uses intonation, rhythm and phrasing to make the meaning clear to others. •Uses vocabulary focused on objects and people that are of particular importance to them. •Builds up vocabulary that reflects the breadth of their experiences. •Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.</li> </ul>	<ul style="list-style-type: none"> <li>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. •Uses language to imagine and recreate roles and experiences in play situations. •Links statements and sticks to a main theme or intention. •Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. • Introduces a storyline or narrative into their play</li> </ul>	Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.
	<b>Literacy</b>			
	<b>Reading</b>	<ul style="list-style-type: none"> <li>Enjoys rhyming and rhythmic activities. •Shows awareness of rhyme and alliteration. •Recognises rhythm in spoken words. • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. •Beginning to be aware of the way stories are structured. •Suggests how the story might end. • Listens to stories with increasing attention and recall. •Describes main story settings, events and principal characters. •Shows interest in illustrations and print in</li> </ul>	<ul style="list-style-type: none"> <li>Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Links sounds to letters, naming and sounding the letters of the alphabet. •Begins to read words and simple sentences. •Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Enjoys an</li> </ul>	Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

		books and print in the environment. •Recognises familiar words and signs such as own name and advertising logos. • Looks at books independently. • Handles books carefully. •Knows information can be relayed in the form of print. • Holds books the correct way up and turns pages. •Knows that print carries meaning and, in English, is read from left to right and top to bottom.	increasing range of books. •Knows that information can be retrieved from books and computers.	
	EYFS Writing	•Sometimes gives meaning to marks as they draw and paint. •Ascribes meanings to marks that they see in different places.	•Gives meaning to marks they make as they draw, write and paint. •Begins to break the flow of speech into words. •Continues a rhyming string. •Hears and says the initial sound in words. •Can segment the sounds in simple words and blend them together. •Links sounds to letters, naming and sounding the letters of the alphabet. •Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. •Writes own name and other things such as labels, captions. •Attempts to write short sentences in meaningful contexts.	Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Term 1	Reading Core Texts: Gruffalo			Individual Education Targets
	Phonics Letters and Sounds for the order of sounds in phases,  Smart phonics, Twinkl phonics and Jolly phonics.  <b>Cued articulation ( phased pilot) 2020</b>			Functional English: Social communication targets Role play Symbols Communication Topic words Speech and language intervention
Term 2	Reading Core texts: Bear Hunt			Individual Education Targets
	Phonics Letters and Sounds for the order of sounds in phases,  Smart phonics, Twinkl phonics and Jolly phonics.  <b>Cued articulation ( phased pilot) 2020</b>			Functional English: Social communication targets Role play Symbols Communication Topic words Speech and language intervention
Term 3	Reading core text: Farmer duck			Individual Education Targets
	Phonics Letters and Sounds for the order of sounds in phases,  Smart phonics, Twinkl phonics and Jolly phonics.  <b>Cued articulation ( phased pilot) 2020</b>			Functional English: Social communication targets Role play Symbols Communication Topic words Speech and language intervention

Speaking and Listening	
<p>listen and respond appropriately to adults and their peers</p> <p>ask relevant questions to extend their understanding and build vocabulary and knowledge</p> <p>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>speak audibly and fluently with an increasing command of Standard English</p> <p>gain, maintain and monitor the interest of the listener(s)</p>	<p>Children move from experiencing and participating in informal talk to formal talk during their time at Milton School</p> <p>Children in Year 1 should be involved in:</p> <p>‘playground talk’</p> <p>Paired and group talk</p> <p>Speaking to teacher and other adults</p> <p>Listening and responding to others</p> <p>Oral rehearsal for writing</p> <p>Learning to talk clearly in front of large groups</p>
<p>Key Vocabulary for Year 1:</p> <p>Writing :letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, consonant, vowel, spaces, alphabet</p> <p>Reading: blurb, order, question, skim and scan, glossary, contents, index, split digraph, tense, explain, significance, predictable, retell, recognise</p>	

Reading	
Word Reading	Comprehension
<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             <ul style="list-style-type: none"> <li>• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> </ul> </li> <li>• read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word             <ul style="list-style-type: none"> <li>• read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> </ul> </li> <li>• read other words of more than one syllable that contain taught GPCs</li> <li>• read words with contractions, e.g. 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>	<p>develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <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> <li>• learning to appreciate rhymes and poems, and to recite some by heart</li> <li>• discussing word meanings, linking new meanings to those already known</li> <li>• 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> </ul> </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</li> <li>• 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>

Writing	
Transcription	Composition
<p>words containing each of the 40+ phonemes already taught</p> <p>common exception words</p> <p>the days of the week</p> <p>name the letters of the alphabet:</p> <p>naming the letters of the alphabet in order</p> <p>letter names to distinguish between alternative spellings of the same sound</p> <p>add prefixes and suffixes:</p> <p>using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</p> <p>using the prefix <i>un-</i></p> <p>using <i>-ing</i>, <i>-ed</i>, <i>-er</i> and <i>-est</i> where no change is needed in the spelling of rootwords (e.g. <i>helping</i>, <i>helped</i>, <i>helper</i>, <i>eating</i>, <i>quicker</i>, <i>quickest</i>)</p> <p>apply simple spelling rules and guidelines, as listed in Appendix 1</p> <p>write from memory simple sentences dictated by the teacher that include words taught so far.</p> <p>Spellings should be corrected as seen in the teacher handbook.</p> <p>Children should be given weekly spellings to learn based on their phase or stage.</p>	<p>develop positive attitudes towards and stamina for writing by:</p> <p>writing narratives about personal experiences and those of others (real and fictional)</p> <p>writing about real events</p> <p>writing poetry</p> <p>writing for different purposes</p> <p>consider what they are going to write before beginning by:</p> <p>planning or saying out loud what they are going to write about</p> <p>writing down ideas and/or key words, including new vocabulary</p> <p>encapsulating what they want to say, sentence by sentence</p> <p><b>make simple additions, revisions and corrections to their own writing by:</b></p> <p>evaluating their writing with the teacher and other pupils</p> <p>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</p> <p>proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)</p> <p>read aloud what they have written with appropriate intonation to make the meaning clear.</p>
Vocabulary, Grammar and Punctuation	Handwriting

develop their understanding of the concepts set out in Appendix 2 by:  
learning how to use both familiar and new punctuation correctly (see Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)  
sentences with different forms: statement, question, exclamation, command  
expanded noun phrases to describe and specify, e.g. *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*)  
learning the grammar for year 2 in Appendix 2  
using some features of written Standard English  
use and understand the grammatical terminology in Appendix 2 in discussing their writing.  
Sentence demarcation  
Commas in lists

Pupils should be taught to:

Write in cursive script unless they have fine motor control difficulties.  
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.  
Use horizontal and diagonal joins  
Understand which letters are joined.



Term 1	Reading core text: Don't forget the bacon	Fiction and poetry: stories with familiar settings; stories and rhymes with predictable and repetitive patterns.  Write poems using the senses Use pattern and rhyme	Non-Fiction: signs, labels, captions, lists, instructions.	Individual Education Targets
	Phonics Letters and Sounds for the order of sounds in phases,  Smart phonics, Twinkl phonics and Jolly phonics.  <b>Cued articulation ( phased pilot) 2020</b>			Functional English: Symbols to communicate Roleplay Small world Social targets Library visit Speech and language intervention
Term 2	Reading core text: Fairy tales	Fiction and poetry: <i>traditional stories and rhymes; fairy stories; stories and poems with familiar, predictable and patterned language from a range of cultures, including playground chants, action verses and rhymes; plays.</i>	Non-Fiction: <i>information books, including non-chronological reports, simple dictionaries.</i>	Individual Education Targets
	Phonics Letters and Sounds for the order of sounds in phases,  Smart phonics, Twinkl phonics and Jolly phonics.  <b>Cued articulation ( phased pilot) 2020</b>			Functional English: Social targets Language of play Roleplay Small world Speech and language intervention
Term 3	Reading core text: Elmer- collection	<b>Fiction and poetry:</b> <i>stories about fantasy worlds, poems with patterned and predictable structures; a variety of poems on similar themes.</i>	<b>Non-Fiction:</b> <i>information texts including recounts of observations, visits, events.</i>	Individual Education Targets
	Phonics Letters and Sounds for the order of sounds in phases,  Smart phonics, Twinkl phonics and Jolly phonics.  <b>Cued articulation ( phased pilot) 2020</b>			Functional English: Social targets Roleplay Small world Speech and language intervention

Speaking and listening	
<p>listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and build vocabulary and knowledge articulate and justify answers, give well-structured descriptions and explanations 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, performances gain, maintain and monitor the interest of the listener(s)</p>	<p>Children move from experiencing and participating in informal talk to formal talk during their time at Milton School</p> <p>Children in Year 2 should be involved in: 'playground talk' Paired and group talk Speaking to teacher and other adults Listening and responding to others Oral rehearsal for writing Learning to talk clearly in front of large groups Giving feedback to others.</p>
<p>Key Vocabulary for Year 2:</p> <p>Writing: noun, noun phrase, statement, question, exclamation command, compound, adjective, verb, suffix, adverb, tense (past. Present), apostrophe, comma, horizontal, diagonal, homophone, vowel, consonant Reading: sequence, clarify, visualise, infer, predict, summarise / summary, self question, question the author, glossary, index, contents, suffix, prefix, decode, recurring literacy language</p>	

Reading	
Word Reading	Comprehension
<p>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>read accurately words of two or more syllables that contain the same GPCs as above</p> <p>read words containing common suffixes</p> <p>read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word</p> <p>read most words quickly and accurately when they have been frequently encountered without overt sounding and blending</p> <p>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>re-read these books to build up their fluency and confidence in word reading.</p>	<p>develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>listening to, discussing and expressing views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently</p> <p>discussing the sequence of events in books and how items of information are related</p> <p>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>being introduced to non-fiction books that are structured in different ways</p> <p>recognising simple recurring literary language in stories and poetry</p> <p>discussing their favourite words and phrases</p> <p>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <p>drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>making inferences on the basis of what is being said and done</p> <p>answering and asking questions</p>

	<p>predicting what might happen on the basis of what has been read so far</p> <p>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</p> <p>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>
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Writing	
Transcription	Composition
<p>Pupils should be taught to:</p> <p>spell by:</p> <ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>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</li> <li>learning to spell common exception words</li> <li>learning to spell more words with contracted forms</li> <li>learning the possessive apostrophe</li> <li>distinguishing between homophones and near-homophones</li> <li>add suffixes to spell longer words, e.g. <i>-ment</i>, <i>-ness</i>, <i>-ful</i>, <i>-less</i>, <i>-ly</i></li> <li>apply spelling rules and guidelines, as listed in Appendix 1</li> <li>write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.</li> </ul>	<p>develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>writing narratives about personal experiences and those of others (real and fictional)</li> <li>writing about real events</li> <li>writing poetry</li> <li>writing for different purposes</li> </ul> <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>planning or saying out loud what they are going to write about</li> <li>writing down ideas and/or key words, including new vocabulary</li> <li>encapsulating what they want to say, sentence by sentence</li> </ul> <p><b>make simple additions, revisions and corrections to their own writing by:</b></p> <ul style="list-style-type: none"> <li>evaluating their writing with the teacher and other pupils</li> <li>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</li> <li>proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)</li> <li>read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>
Vocabulary, Grammar and Punctuation	Handwriting
<ul style="list-style-type: none"> <li>learning how to use both familiar and new punctuation correctly</li> <li>including full stops, capital letters, exclamation marks, question marks, commas for</li> <li>sentences with different forms: statement, question, exclamation,</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Write in cursive script unless they have fine motor control difficulties.</li> <li>write capital letters and digits of the correct size, orientation</li> </ul>

<p>command</p> <p>expanded noun phrases to describe and specify, e.g. <i>the blue butterfly</i></p> <p>the present and past tenses correctly and consistently including the progressive lists and apostrophes for contracted forms and the possessive (singular) form</p> <p>subordination (using <i>when, if, that, or because</i>) and co-ordination (using <i>or, and, or but</i>)</p> <p>learning the grammar for year 2 in Appendix 2</p> <p>using some features of written Standard English</p> <p>use and understand the grammatical terminology in discussing their writing.</p> <p>Sentence demarcation</p> <p>Commas in lists</p>	<p>and relationship to one another and to lower case letters</p> <p>use spacing between words that reflects the size of the letters.</p> <p>Use horizontal and diagonal joins</p> <p>Understand which letters are joined.</p>
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Term 1	Reading Core text: Funny bones	Fiction and poetry: stories and poems a variety of poems with familiar settings.	Non-Fiction: instructions. Recounts –and non-fiction Information texts Explanation texts Non-chronological Reports (emphasis still placed on recounts but other text types can be attempted in context)	Individual Education Targets
	Phonics Letters and Sounds for the order of sounds in phases,  Smart phonics, Twinkl phonics and Jolly phonics.  <b>Cued articulation ( phased pilot) 2020</b>	Stories with familiar settings  Write poems on a theme (performance element related to poetry)		Functional English: Social communication targets  Speech and language intervention
Term 2	Reading Core text: Handas Surprise	Fiction and poetry: traditional stories: stories and poems from other cultures; stories and poems with predictable and patterned language; poems by significant children's poets.	Non-Fiction: dictionaries, glossaries, indexes and other alphabetically ordered texts explanations.	Individual Education Targets
	Phonics Letters and Sounds for the order of sounds in phases,  Smart phonics, Twinkl phonics and Jolly phonics.  <b>Cued articulation ( phased pilot) 2020</b>			Functional English: Library visit Social targets Social communication targets  Speech and language intervention
Term 3	Reading core text: Granny Norbag	Fiction and poetry: extended stories; stories	Non-Fiction: information books including non-	Individual Education Targets

	<p>Phonics Letters and Sounds for the order of sounds in phases,</p> <p>Smart phonics, Twinkl phonics and Jolly phonics.</p> <p><b>Cued articulation ( phased pilot) 2020</b></p>	<p>by significant children's authors; different stories by the same author; texts with language play, e.g. riddles, tongue twisters, humorous verse and stories.</p>	<p>chronological reports</p>	<p>Functional English: Social communication targets</p> <p>Speech and language intervention</p> <p>Conversation cues</p>
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Speaking and Listening	
<p>listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and build vocabulary and knowledge articulate and justify answers, arguments and opinions give well-structured descriptions and explanations 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 and debates gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication.</p>	<p>Children move from experiencing and participating in informal talk to formal talk during their time at Milton School</p> <p>Children in Year 3 should be involved in: 'playground talk' Paired and group talk Speaking to teacher and other adults Listening and responding to others Oral rehearsal for writing Learning to talk clearly in front of large groups Giving feedback to others. Formal oral presentations Developing deeper and richer vocabulary</p>
<p>Key Vocabulary for Year 3: Writing: adverb, preposition, conjunction, word family, suffix, prefix, clause, subordinating clause, direct speech, inverted commas, fronted adverbial, possessive apostrophe, consonant letter vowel, vowel letter, independent/dependent clause Reading: synonym, evaluate, explore, themes, conventions, intonation, tone</p>	

Reading	
Word Reading	Comprehension
<p>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, 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>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>develop positive attitudes to reading and understanding of what they read by:</li> <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</li> <li>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>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 (e.g. free verse, narrative poetry)</li> </ul> <p><b>understand what they read, in books they can read independently, by:</b></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 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</li> <li>identifying main ideas drawn from more than one paragraph</li> </ul>

	and summarising these
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Writing	
Transcription	Composition
<p>Spelling (see Appendix 1)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand how to add them (Appendix 1) spell further homophones</li> <li>spell words that are often misspelt (Appendix 1)</li> <li>place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</li> <li>use the first two or three letters of a word to check its spelling in a dictionary</li> <li>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul> <p>Use further prefixes and suffixes and understand how to use them.</p>	<p>Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> </ul> <p>draft and write by:</p> <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2)</li> <li>organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot</li> <li>in non-narrative material, using simple organisational devices such as headings and sub-headings</li> </ul> <p>evaluate and edit by:</p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, e.g. the <ul style="list-style-type: none"> <li>accurate use of pronouns in sentences</li> </ul> </li> <li>proof-read for spelling and punctuation errors</li> </ul> <p>read aloud their own writing, to a group or the whole class, using appropriate</p>

	intonation and controlling the tone and volume so that the meaning is clear.
Vocabulary, Grammar and Punctuation	Handwriting
<p>Vocabulary, Grammar and Punctuation</p> <p>Pupils should be taught to:</p> <p>develop their understanding of the concepts set out in Appendix 2 by:</p> <ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, e.g. <i>when, if, because, although</i></li> <li>using the perfect form of verbs to mark relationships of time and cause</li> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>using conjunctions, adverbs and prepositions to express time and cause</li> <li>using fronted adverbials</li> <li>form nouns using prefixes <i>super</i> and <i>anti</i></li> <li>use the correct form of 'a' or 'an'</li> <li>learning the grammar for years 3 and 4 in Appendix 2</li> <li>using commas after fronted adverbials</li> <li>indicating possession by using the possessive apostrophe with singular and plural nouns</li> <li>using and punctuating direct speech</li> <li>use and understand the grammatical terminology in Appendix 2 accurately and appropriately when discussing their writing and reading.</li> <li>Learn word families based on common words ( solve, solution, dissolve etc)</li> </ul>	<p>Pupils should be taught to:</p> <p>increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p> <p>Joined handwriting should be the norm.</p> <p>Use diagonal and horizontal joins</p> <p>Know which letters are best left unjoined</p>

Year 3

Term 1	Reading Core Text: Georges Marvellous Medicine	Fiction and poetry: stories with familiar settings; plays;	Non-Fiction: (i) information books on topics of interest, (ii) non-chronological reports; (iii) thesauruses, dictionaries. Instructions Recounts linked to reports	Individual Education Targets
	Phonics Letters and Sounds for the order of sounds in phases,  Smart phonics, Twinkl phonics and Jolly phonics.  <b>Cued articulation ( phased pilot) 2020</b>	Recounts linked to newspapers/magazines  Poems to perform Shape poetry and calligrams		Functional English: Social communication targets  Speech and language intervention
Term 2	Reading Core Text: The Iron Man	Fiction and poetry: myths, legends, fables, parables; traditional stories, stories with related themes; oral and performance poetry from different cultures.	Non-Fiction: (i) instructions, (ii) dictionaries without illustrations, thesauruses. Reports Information texts	Individual Education Targets
	Phonics Letters and Sounds for the order of sounds in phases,  Smart phonics, Twinkl phonics and Jolly phonics.  <b>Cued articulation ( phased pilot) 2020</b>			Functional English: Social communication targets  Speech and language intervention
Term 3	Reading Core Text: Charlottes web	Fiction and poetry: adventure and mystery stories; stories by the same author; humorous poetry, poetry that plays with language, word puzzles, puns, riddles.	Non-Fiction: (i) letters written for a range of purposes: to recount, explain, enquire, congratulate, complain, etc., (ii) alphabetic texts, directories, encyclopedias, indexes, etc	Individual Education Targets
	Phonics Letters and Sounds for the order of sounds in phases,  Smart phonics, Twinkl phonics and Jolly phonics.  <b>Cued articulation ( phased pilot) 2020</b>			Functional English: Library visit Social communication targets  Speech and language intervention

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Speaking and Listening	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>listen and respond appropriately to adults and their peers</li> <li>ask relevant questions to extend their understanding and build vocabulary and knowledge</li> <li>articulate and justify answers, arguments and opinions</li> <li>give well-structured descriptions and explanations</li> <li>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances and debates</li> <li>gain, maintain and monitor the interest of the listener(s)</li> <li>consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>select and use appropriate registers for effective communication.</li> </ul>	<p>Children move from experiencing and participating in informal talk to formal talk during their time at Milton School</p> <p>Children in Year 4 should be involved in:</p> <ul style="list-style-type: none"> <li>'playground talk'</li> <li>Paired and group talk</li> <li>Speaking to teacher and other adults</li> <li>Listening and responding to others</li> <li>Oral rehearsal for writing</li> <li>Learning to talk clearly in front of large groups</li> <li>Giving feedback to others.</li> <li>Formal oral presentations</li> <li>Developing deeper and richer vocabulary</li> <li>Starting to discuss abstract concepts</li> </ul>
<p>Key vocabulary taught in year 4:</p> <p>Writing: determiner, pronoun, possessive pronoun, adverbial, extended noun phrase, inverted commas</p> <p>Reading:: synonym, evaluate, explore, themes , conventions , intonation, tone</p>	



Reading	
Word Reading	Comprehension
<p>Pupils should be taught to:            apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, 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>Pupils should be taught to:            develop positive attitudes to reading and understanding of what they read by:</p> <p>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>using dictionaries to check the meaning of words that they have read</p> <p>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>identifying themes and conventions in a wide range of books</p> <p>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>discussing words and phrases that capture the reader's interest and imagination</p> <p>recognising some different forms of poetry (e.g. free verse, narrative poetry)</p> <p><b>understand what they read, in books they can read independently, by:</b></p> <p>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>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</p> <p>predicting what might happen from details stated and implied</p> <p>identifying main ideas drawn from more than one paragraph and</p>

	<p>summarising these</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p>retrieve and record information from non-fiction</p> <p>participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>
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Writing	
Transcription	Composition
<p>Spelling (see Appendix 1)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand how to add them (Appendix 1)</li> <li>spell further homophones</li> <li>spell words that are often misspelt (Appendix 1)</li> <li>Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</li> <li>use the first two or three letters of a word to check its spelling in a dictionary write from memory simple</li> </ul>	<p>Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> </ul> <p>draft and write by:</p> <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2)</li> <li>organising paragraphs around a theme <ul style="list-style-type: none"> <li>in narratives, creating settings, characters and plot</li> <li>in non-narrative material, using simple organisational devices such as headings and sub-headings</li> </ul> </li> </ul> <p>evaluate and edit by:</p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences</li> <li>proof-read for spelling and punctuation errors</li> <li>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.</li> </ul>
Vocabulary, Grammar and Punctuation	Handwriting
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in Appendix 2 by: <ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, e.g. <i>when, if, because, although</i></li> <li>using the perfect form of verbs to mark relationships of time and cause</li> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to</li> </ul> </li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>increase the legibility, consistency and quality of their handwriting, e.g. 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.</li> </ul> <p>Cursive writing should be the norm.</p>

<p>avoid repetition</p> <p>using conjunctions, adverbs and prepositions to express time and cause</p> <p>using fronted adverbials</p> <p>learning the grammar in years 3 and 4 in Appendix 2</p> <p>using commas after fronted adverbials</p> <p>indicating possession by using the possessive apostrophe with singular and plural nouns</p> <p>using and punctuating direct speech - including punctuation within and surrounding the inverted commas</p> <p>use and understand the grammatical terminology in Appendix 2 accurately and appropriately when discussing their writing and reading.</p> <p>Difference between plural and possessive –s</p> <p>Standard verb inflections ( I did, I done)</p> <p>Extended noun phrases, including with prepositions</p>	
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Year 4

Term 1	Reading Core Text: How to train your dragon-	Fiction and poetry: stories/novels about imagined worlds: sci-fi, fantasy adventures; stories in series; classic and modern poetry, including poems from different cultures and times	Non-Fiction: (I) information books on same or similar themes; (ii) explanation	Individual Education Targets
	Smart phonics, Twinkl phonics and Jolly phonics.  <b>Cued articulation ( phased pilot) 2020</b>			Functional English: Library visit Social communication targets  Speech and language intervention
Term 2	Reading Core Text: A street through time	Fiction and poetry: historical stories and short novels; play scripts; poems based on common themes, e.g. space, school, animals, families, feelings, viewpoints.	Non-Fiction: a range of text-types from reports and articles in newspapers and magazines, etc.; instructions.	Individual Education Targets
	Smart phonics, Twinkl phonics and Jolly phonics.  <b>Cued articulation ( phased pilot) 2020</b>			Functional English: Social communication targets  Speech and language intervention
Term 3	Reading Core Text: <i>The Wind in the Willows</i> by <u>Kenneth Grahame</u>	Fiction and poetry: stories/short novels, etc. that raise issues, e.g. bullying, bereavement, injustice; stories by same author; stories from other cultures. Range of poetry in different forms, e.g. haiku, cinquain, couplets, lists, thin poems, alphabets, conversations, monologues, syllabics, prayers, epitaphs, songs, rhyming forms and free verse	Non-Fiction: (i) persuasive writing: adverts, circulars, flyers; (ii) discussion texts: debates, editorials; (iii) information books linked to other curricular areas.	Individual Education Targets
	Smart phonics, Twinkl phonics and Jolly phonics.  <b>Cued articulation ( phased pilot) 2020</b>			Functional English: Social communication targets  Speech and language intervention

Speaking and Listening	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>listen and respond appropriately to adults and their peers</li> <li>ask relevant questions to extend their understanding and build vocabulary and knowledge</li> <li>articulate and justify answers, arguments and opinions</li> <li>give well-structured descriptions and explanations</li> <li>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>speak audibly and fluently with an increasing command of Standard English</li> <li>participate in discussions, presentations, performances and debates</li> <li>gain, maintain and monitor the interest of the listener(s)</li> <li>consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>select and use appropriate registers for effective communication.</li> </ul>	<p>Children move from experiencing and participating in informal talk to formal talk during their time at Milton School</p> <p>Children in Year 4 should be involved in:</p> <ul style="list-style-type: none"> <li>'playground talk'</li> <li>Paired and group talk</li> <li>Speaking to teacher and other adults</li> <li>Listening and responding to others</li> <li>Oral rehearsal for writing</li> <li>Learning to talk clearly in front of large groups</li> <li>Giving feedback to others.</li> <li>Formal oral presentations</li> <li>Developing deeper and richer vocabulary</li> <li>To be able discuss abstract concepts</li> </ul>
<p>Key vocabulary taught in year 5:</p> <p>Writing: modal verbs, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, bullet points,</p> <p>Reading: etymology, morphology, stated, justifications, figurative language, implied</p>	

Reading	
Word Reading	Comprehension
<p>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p>	<p>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</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</li> <li>summarising the main ideas drawn from more than one paragraph,</li> </ul>

	<p>identifying key details that support the main ideas</p> <p>identifying how language, structure and presentation contribute to meaning</p> <p>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>distinguish between statements of fact and opinion</p> <p>retrieve, record and present information from non-fiction</p> <p>participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p> <p>explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>provide reasoned justifications for their views.</p>
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Writing	
Transcription	Composition
<p><i>Spelling</i> (see Appendix 1)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand the guidelines for adding them</li> <li>spell some words with 'silent' letters, e.g. <i>knight, psalm, solemn</i></li> <li>continue to distinguish between homophones and other words which are often confused</li> <li>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1</li> <li>use dictionaries to check the spelling and meaning of words</li> <li>use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>use a thesaurus.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>plan their writing by: <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed</li> </ul> </li> <li>draft and write by: <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>precising longer passages</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)</li> </ul> </li> <li>evaluate and edit by: <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>proof-read for spelling and punctuation errors</li> <li>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul> </li> </ul>
Vocabulary, Grammar and Punctuation	Handwriting
<p>Pupils should be taught to:</p> <p>develop their understanding of the concepts set out in Appendix 2 by:</p>	<p>write legibly, fluently and with increasing speed</p>

<p>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>using passive verbs to affect the presentation of information in a sentence</p> <p>using the perfect forms of verbs to mark relationships of time and cause</p> <p>using expanded noun phrases to convey complicated information concisely</p> <p>using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (i.e. omitted) relative pronoun</p> <p>learning the grammar for years 5 and 6 in Appendix 2</p> <p>indicate grammatical and other features by:</p> <p>using commas to clarify meaning or avoid ambiguity in writing</p> <p>using brackets, dashes or commas to indicate parenthesis</p> <p>using a colon to introduce a list</p> <p>punctuating bullet points consistently</p> <p>use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing their writing and reading.</p> <p>Converting nouns or adjectives into verbs</p> <p>Verb prefixes – devices to build cohesion, including adverbials of time, place and number</p>	<p>□ choosing the writing implement that is best suited for a task (e.g. quick notes, letters).</p>
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Year 5

Term 1	Reading Core Text: The Witches	Reading Fiction and poetry: (i) novels, stories and poems by significant children's writers; (ii) play-scripts; (iii) concrete poetry	Non-Fiction: (i) recounts of events, activities, visits; observational records, news reports etc. (ii) instructional texts: rules, recipes, directions, instructions, etc. showing how things are done.	Individual Education Targets
	Smart phonics, Twinkl phonics and Jolly phonics.  <b>Cued articulation ( phased pilot) 2020</b>			Functional English: Social and communication targets  Speech and language intervention
Term 2	Reading Core Text: Alice in Wonderland-	Fiction and poetry: (i) traditional stories, myths, legends, fables from a range of cultures; (ii) longer classic poetry, including narrative poetry	Non-Fiction: (i) non-chronological reports (i.e. to describe and classify); (ii) explanations (processes, systems, operations, etc.). Cross curricular links	Individual Education Targets
	Smart phonics, Twinkl phonics and Jolly phonics.  <b>Cued articulation ( phased pilot) 2020</b>			Functional English: Social and communication targets  Library visit  Speech and language intervention
Term 3	Reading Core Text: Oliver Twist-	Fiction and poetry: novels, stories and poems from a variety of cultures and traditions; choral and performance poetry	Non-Fiction: (i) persuasive writing to put or argue a point of view: letters, commentaries, leaflets to persuade, criticise, protest, support, object, complain. (ii) dictionaries, thesauruses, including I.T. sources	Individual Education Targets
	Smart phonics, Twinkl phonics and Jolly phonics.  <b>Cued articulation ( phased pilot) 2020</b>			Functional English: Social and communication targets Speech and language intervention

Speaking and Listening	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>listen and respond appropriately to adults and their peers</li> <li>ask relevant questions to extend their understanding and build vocabulary and knowledge</li> <li>articulate and justify answers, arguments and opinions</li> <li>give well-structured descriptions and explanations</li> <li>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>speak audibly and fluently with an increasing command of Standard English</li> <li>participate in discussions, presentations, performances and debates</li> <li>gain, maintain and monitor the interest of the listener(s)</li> <li>consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>select and use appropriate registers for effective communication.</li> </ul>	<p>Children move from experiencing and participating in informal talk to formal talk during their time at Milton School</p> <p>Children in Year 4 should be involved in:</p> <ul style="list-style-type: none"> <li>'playground talk'</li> <li>Paired and group talk</li> <li>Speaking to teacher and other adults</li> <li>Listening and responding to others</li> <li>Oral rehearsal for writing</li> <li>Learning to talk clearly in front of large groups</li> <li>Giving feedback to others.</li> <li>Formal oral presentations</li> <li>Developing deeper and richer vocabulary</li> <li>Discussing abstract concepts</li> </ul>
<p>Key Vocab taught in Year 6:</p> <p>Writing: dialogue, convey, advance, clarify, subject, object, passive, formal, informal, synonym, antonym, hyphen, colon, semi-colon, bullet points, morphology, etymology</p> <p>Reading: etymology, morphology, stated, implied, justifications, figurative language,</p>	

Reading	
Word Reading	Comprehension
<p>Pupils should be taught to:            apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p> <p>Children should read widely and frequently, outside as well as in school for pleasure and for information.</p> <p>They should be able to read silently.</p>	<p>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</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> <li>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</li> <li>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> </ul> </li> </ul>

	<p>identifying how language, structure and presentation contribute to meaning</p> <p>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>distinguish between statements of fact and opinion</p> <p>retrieve, record and present information from non-fiction</p> <p>participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p> <p>explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views.</p>
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Writing	
Transcription	Composition
<p><i>Spelling</i> (see Appendix 1) Pupils should be taught to:</p> <p>use further prefixes and suffixes and understand the guidelines for adding them spell some words with 'silent' letters, e.g. <i>knight, psalm, solemn</i></p> <p>continue to distinguish between homophones and other words which are often confused</p> <p>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 use dictionaries to check the spelling and meaning of words</p> <p>use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>use a thesaurus.</p>	
Vocabulary, Grammar and Punctuation	Handwriting
<p>Pupils should be taught to: develop their understanding of the concepts set out in Appendix 2 by:</p> <p>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>using passive verbs to affect the presentation of information in a sentence</p> <p>using the perfect form of verbs to mark relationships of time and cause</p> <p>using expanded noun phrases to convey complicated information concisely</p> <p>using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (i.e. omitted) relative pronoun</p>	<p>Pupils should be taught to: write legibly, fluently and with increasing speed by:</p> <p>choosing the writing implement that is best suited for a task (e.g. quick notes, letters).</p>

learning the grammar in column for years 5 and 6 in Appendix 2

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 in Appendix 2 accurately and appropriately in discussing their writing and reading.



Term 1	Reading Core Text: The lion the witch and the wardrobe	Fiction and poetry: classic fiction, poetry and drama by long-established authors adaptations of classics on film/TV  Poetry- The power of imagery	Non-Fiction: (i) autobiography and biography, diaries, journals, letters, anecdotes, records of observations, etc. which recount experiences and events; (ii) journalistic writing; (iii) non-chronological reports.	Individual Education Targets
	<i>Smart phonics, Twinkl phonics and Jolly phonics.</i>  <b>Cued articulation ( phased pilot) 2020</b>			Functional English: Social communication targets  Speech and language intervention
Term 2	Reading Core Text: The borrowers	Fiction and poetry: longer established stories and novels selected from more than one genre; e.g. mystery, humour, sci-fi., historical, fantasy worlds, etc. to study and compare; range of poetic forms e.g. kennings, limericks, riddles, cinquain, tanka, poems written in other forms (as adverts, letter, diary entries, conversations), free verse, nonsense verse.	Non-Fiction: (i) discussion texts: texts which set out, balance and evaluate different points of view, e.g. pros and cons of a course of action, moral issue, policy (ii) formal writing: notices, public information documents.	Individual Education Targets
	<i>Smart phonics, Twinkl phonics and Jolly phonics.</i>  <b>Cued articulation ( phased pilot) 2020</b>			Functional English: Social communication targets  Speech and language intervention
Term 3	Reading Core Text: Mokee Joe	Fiction and poetry: comparison of work by significant children's author(s) and poets: (a) work by same author (b) different authors' treatment of same theme(s)	Non-Fiction: (i) explanations linked to work from other subjects; (ii) non-chronological reports linked to work from other subjects; (iii) reference texts, range of dictionaries, thesauruses, including I.T. sources.	Individual Education Targets
	<i>Smart phonics, Twinkl phonics and Jolly phonics.</i>  <b>Cued articulation ( phased pilot) 2020</b>			Functional English: Social communication targets  Speech and language intervention  Library visit

KS3 Y 7, Y8, Y9

Speaking and Listening
<p>speak confidently and effectively, including through:</p> <p>using Standard English confidently in a range of formal and informal contexts, including classroom discussion</p> <p>giving short speeches and presentations, expressing their own ideas and keeping to the point</p> <p>participating in formal debates and structured discussions, summarising and/or building on what has been said</p> <p>improvising, rehearsing and performing play scripts and poetry in order to generate languages and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact</p>
<p>Glossary of terms for KS3</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/244216/English_Glossary.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/244216/English_Glossary.pdf</a></p>

## Reading

Develop an appreciation and love of reading, and read increasingly challenging material independently through:  
reading a wide range of fiction and non-fiction, including in particular

whole books,

short stories,

poems and plays with a wide coverage of genres,

historical periods,

forms and authors, including high-quality works from English literature, both pre-1914 and contemporary,

including prose, poetry and drama; Shakespeare (2 plays) and seminal world literature

choosing and reading books independently for challenge, interest and enjoyment

rereading books encountered earlier to increase familiarity with them and provide a basis for making comparisons

understand increasingly challenging texts through:

learning **new vocabulary**, relating it explicitly to known vocabulary and understanding it with the help of context and **dictionaries**

making **inferences** and referring to evidence in the text

knowing the purpose, **audience** for and context of the writing and drawing on this knowledge to support comprehension

**checking their understanding** to make sure that what they have read makes sense

read critically through:

knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning

recognising a range of poetic conventions and understanding how these have been used

studying setting, plot, and characterisation, and the effects of these

understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play

making critical comparisons across texts

studying a range of authors, including at least 2 authors in depth each year

Writing	Grammar and Vocabulary
<p>write accurately, fluently, effectively and at length for pleasure and information through:</p> <p>writing for a wide range of purposes and audiences, including: well-structured formal expository and narrative essays; stories, scripts, poetry and other imaginative writing; notes and polished scripts for talks and presentations and a range of other narrative and non-narrative texts, including arguments, and personal and formal letters</p> <p>summarising and organising material, and supporting ideas and arguments with any necessary factual detail</p> <p>applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form</p> <p>drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing</p> <p>plan, draft, edit and proofread through:</p> <p>considering how their writing reflects the audiences and purposes for which it was intended</p> <p>amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in <a href="#">English appendix 1</a> to the key stage 1 and 2 programmes of study for English</p>	<p>consolidate and build on their knowledge of grammar and vocabulary through:</p> <p>extending and applying the grammatical knowledge set out in <a href="#">English appendix 2</a> to the key stage 1 and 2 programmes of study to analyse more challenging texts</p> <p>studying the effectiveness and impact of the grammatical features of the texts they read</p> <p>drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects</p> <p>knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English</p> <p>using Standard English confidently in their own writing and speech</p> <p>discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology*</p>
<p>Refer to the <a href="#">glossary</a> that accompanies the programmes of study for English for their own information on the range of terms used within the programmes of study as a whole.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/244216/English_Glossary.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/244216/English_Glossary.pdf</a></p>	

Term 1	Reading core text: A kestrel for a Knave	Contemporary fiction - To entertain ,create empathy with familiar characters.  Local Author-Barry Hines  film narratives	Non-fiction Personal writing  Free verse  WW1 poetry- Wilfred Owen Dulce Et	Individual Education Targets
	Reading choosing and reading books independently for challenge, interest and enjoyment  Books raising issues			Functional English: Social and communication targets Library visit
Term 3+ ( changed book order)	Reading core text Chitty Chitty Bang bang	Adventure narrative- to entertain. recount or retelling of a series of exciting events leading to a high impact resolution	Non-fiction – Discussion texts  Comic strip with speech bubbles, animations, multimedia and other dialogue:  Visual poems	Individual Education Targets
	Reading new words from reading and shared experiences, and to make collections of personal interest or significant words and words linked to particular topics	Dialogue  Storytelling		Functional English: Social and communication targets  PFA- social interaction out of school
Term 2	Reading core text James and the giant peach	organise their ideas and to explore new ideas and experiences  Find some different ways of telling what characters think and feel, e.g. describe what they did or said	Non-Fiction Book review opinion Diary Structured poems	Individual Education Targets
	Word recognition, decoding/encoding, word structure and spelling.  Comprehension; understanding and interpreting texts; engaging and responding to texts.  Word of the week			Functional English: Social and communication targets

Term 1	Reading Core Text: Christmas Carol	Historical fiction story can begin with a main character looking back Appropriate archaic language is used	<b>Non-Fiction Instructional texts</b> Free verse	Individual Education Targets
	choosing and reading books independently for challenge, interest and enjoyment  Books raising issues			Functional English: Social and communication targets  PFA- social interaction out of school
Term 2	Reading Core Text: Good night Mr Tom	Narrative – Stories which raise dilemmas Key characters also develop and change over time  Description, action and dialogue	<b>Non-Fiction Recounts</b>  Visual poems WW2 poetry	Individual Education Targets
	new words from reading and shared experiences, and to make collections of personal interest or significant words and words linked to particular topics			Functional English: Social and communication targets  Library visit
Term 3	Reading Core Text: Tales from Shakespeare- Marcia Williams	Fiction: works from Shakespeare Narrative – Dialogue, play scripts, and film narrative	Non-Fiction play scripts Discussion texts  Comparing language  Structured poems- rhyming couplets	Individual Education Targets
	Reading Word recognition, decoding/encoding, word structure and spelling. • Comprehension; understanding and interpreting texts; engaging and responding to texts.			Functional English: Social and communication targets

Term 1	Reading Core Text Charlie and the Chocolate Factory	Fiction: popular book from well known author, Describing characters studying setting, plot, and characterisation, and the effects of these	Non Fiction- Fact file, invite, persuasive advert  Free verse –	Individual Education Targets
	choosing and reading books independently for challenge, interest and enjoyment  new words from reading and shared experiences, and to make collections of personal interest or significant words and words linked to particular topics			Functional English: Social and communication targets
Term 2	Reading Core Text The Atlas of Monsters: Mythical Creatures from Around the	Traditional tales Short myth stories from around the world, fables, myths and legends stories. Ancient mythical creatures. Local legend Robin Hood	Visual poems Structured poems Narrative poems - ballads	Individual Education Targets
	read critically through: knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning			Functional English: Social and communication targets  PFA- social interaction out of school
Term 3	Reading Core Text Poetry Anthology Reading range of poetry for enjoyment	recognising a range of poetic conventions and understanding how these have been used  nonsense poems- riddles and tongue twisters, alliteration and onomatopoeia	Contemporary poets- AF Harrold  Monologue- a recount or an explanation of a personal viewpoint. Rosen	Individual Education Targets
	Reading Word recognition, decoding/encoding, word structure and spelling . Comprehension; understanding and interpreting texts; engaging and responding to texts.			Functional English: Social and communication targets Library Visit College oral storytelling:



English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can **communicate their ideas and emotions to others** and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

### Speaking and Listening

speak confidently, audibly and effectively, including through:

using Standard English when the context and audience require it

working effectively in groups of different sizes and taking on required roles, including leading and managing discussions, involving others productively, reviewing and summarising, and contributing to meeting goals/deadlines

listening to and building on the contributions of others, asking questions to clarify and inform, and challenging courteously when necessary

planning for different purposes and audiences, including selecting and organising information and ideas effectively and persuasively for formal spoken presentations and debates

listening and responding in a variety of different contexts, both formal and informal, and evaluating content, viewpoints, evidence and aspects of presentation

improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact

## Reading

Reading at key stage 4 should be wide, varied and challenging. Pupils should be expected to read whole books, to read in depth and to read for pleasure and information.

read and appreciate the depth and power of the English literary heritage through:

reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. This writing should include whole texts. The range will include:

**at least one play by Shakespeare**

works from the 19th, 20th and 21st centuries

poetry since 1789, including representative Romantic poetry

re-reading literature and other writing as a basis for making comparisons

choosing and reading books independently for challenge, interest and enjoyment

understand and critically evaluate texts through:

reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes

drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation

identifying and interpreting themes, ideas and information

exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects

seeking evidence in the text to support a point of view, including justifying inferences with evidence

distinguishing between statements that are supported by evidence and those that are not, and identifying bias and misuse of evidence

analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact

making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading

make an informed personal response, recognising that other responses to a text are possible and evaluating these

## Glossary

A non-statutory glossary is provided for teachers.

Writing	Grammar and Vocabulary
<p>write accurately, fluently, effectively and at length for pleasure and information through:</p> <p>adapting their writing for a wide range of purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue</p> <p>selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis</p> <p>selecting, and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate</p> <p>make notes, draft and write, including using information provided by others [e.g. writing a letter from key points provided; drawing on and using information from a presentation]</p> <p>revise, edit and proof-read through: reflecting on whether their draft achieves the intended impact</p> <p>restructuring their writing, and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness</p> <p>paying attention to the accuracy and effectiveness of grammar, punctuation and spelling</p>	<p>consolidate and build on their knowledge of grammar and vocabulary through:</p> <p>studying their effectiveness and impact in the texts they read</p> <p>drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects</p> <p>analysing some of the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English</p> <p>using linguistic and literary terminology accurately and confidently in discussing reading, writing and spoken language</p>

Term 1	<b>Pearson English</b> <b>Entry level to level 2 English</b>	Individual Education Targets
	Reading core text: <b>Wonder by R J Palacio Paperback</b> poetry since 1789, including representative Romantic poetry (pick a poem) <a href="https://www.bbc.co.uk/bitesize/topics/z4nc87h">https://www.bbc.co.uk/bitesize/topics/z4nc87h</a>	Functional English: Social and communication targets  Non-chronological reports  PFA: College  Careers- cafe
Term 2	<b>Pearson English</b> <b>Entry level to level 2 English</b>	Individual Education Targets
	Reading core text Treasure Island poetry since 1789, including representative Romantic poetry (pick a poem) <a href="https://www.bbc.co.uk/bitesize/topics/z4nc87h">https://www.bbc.co.uk/bitesize/topics/z4nc87h</a>	Functional English: Social and communication targets Personal writing  College  cafe
Term 3	<b>Pearson English</b> <b>Entry level to level 2 English</b>	Individual Education Targets
	Reading core text Shakespeare Rome and Juliette	Functional English: Social and communication targets <u>Interviews</u>

Term 1	<b>Pearson English</b> <b>Entry level to level 2 English</b>	Individual Education Targets
	Reading core text Three Musketeers poetry since 1789, including representative Romantic poetry (pick a poem) <a href="https://www.bbc.co.uk/bitesize/topics/z4nc87h">https://www.bbc.co.uk/bitesize/topics/z4nc87h</a>	Functional English: Social and communication targets PFA: College/Careers- Telephone interviews
Term 2	<b>Pearson English</b> <b>Entry level to level 2 English</b>	Individual Education Targets
	Reading core text The Hobbit Narrative-Legends chronological episodes; □ journey stories; □ sequential stories; □ life stories and community histories.  poetry since 1789, including representative Romantic poetry (pick a poem) <a href="https://www.bbc.co.uk/bitesize/topics/z4nc87h">https://www.bbc.co.uk/bitesize/topics/z4nc87h</a>	Functional English: Social and communication targets  PFA: College/careers Conversations in real life settings
Term 3	<b>Pearson English</b> <b>Entry level to level 2 English</b>	Individual Education Targets PFA: College/Careers- cafe
	Reading core text The Indian in the cupboard	Functional English: Social and communication targets  Conversations in real life settings PFA: College/Careers- cafe