



Clayton-Le-Woods Church of England Primary School

# English

Long term overview and Statement of Intent

*Together we inspire one another to live life to its fullness, rooted and built up in Christ, so that every member of our school community can learn, develop and flourish, to live in the world as the unique individuals God created us to be.*



### **Intent of the teaching and learning of English**

We provide high-quality opportunities for our children to ensure they leave the school with a solid foundation where they can speak and write fluently and where they can explore the rich and varied literature and develop a life-long love of reading. Our curriculum breaks down clearly the knowledge and skills that pupils are expected to learn and practise thereby ensuring that all pupils learn the right content at the right time and achieve the ambitious outcomes.

The high standards of English we expect should be seen in all areas of school life, through the rich vocabulary used in other subject areas and the interactions between all members of the school community enabling children to flourish in their learning.

### **Implementation of the teaching and learning of English**

The basis for the delivery of English is the National Curriculum, the aims of which are to ensure that all pupils:

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

The English Curriculum is delivered drawing on support from the Lancashire Thematic Booklets

We use adaptive teaching approaches, taking into account recommendations from external agencies, across the curriculum. Approaches such as chunking learning into smaller steps, frequent repetition of learning ensures all pupils, including those with SEND, are able to access the learning and gain granular knowledge within the subject to the same high-standard as their peers, providing a flexible, ambitious and robust curriculum for all.

### **Approaches to writing**

**Phonics** – throughout Early Years and Key Stage 1 we use Read, Write Inc. to deliver our phonics provision. During the first half term, we assess children to then enable us to stream to ensure children are being suitably challenged to achieve their best outcome.

**Spellings** – in Key Stage 2, we use continue using Read Write Inc. to deliver our spelling work. This ensure clear continuity of approach with our phonics programme where the children can make good progress in their spellings. In addition, we utilise Spelling Shed to support children to learn the full range of spelling rules through work set to be completed at home. We place great importance on the explicit teaching of spellings and ensure it is deeply embedded through writing by constant referral to each classes sound charts and displays of red and orange words that are available in class including in editing stations.



**Vocabulary acquisition** – we feel that vocabulary is of the utmost importance for children in our school and we aim to support children in acquiring new vocabulary in all areas of study. Pre-learning of vocabulary takes place across the curriculum to ensure children understand the terminology before diving into the study of it. Through our oracy work, we aim to develop children's vocabulary use and increase their use of tier 2 and tier 3 words effectively in their spoken language which will translate into their written outcomes.

### Dictation

Within our imodel work on grammar, punctuation and spelling, dictation sentences are also used. The use of dictation provides children with a low cognitive load opportunity to develop their transcription and then transfer these skills into the more complex tasks of extended pieces of writing including those that are completed independently.

**Scaffolded writing** – scaffold writing forms an integral part of the writing process and enables the class teacher to model excellent examples to the children. It is part of the writing process where the class teacher's input is vital and may include elements of **shared and guided writing**. Throughout the scaffold stage of writing, the children's work is being constantly assessed and this is then used to inform future teaching over subsequent days, or challenge children on certain weaknesses or identify strengths and share these with others. This part of the writing stage should take approximately 3 days, but may differ based on the needs of the cohort.

**Independent writing** - at the end of each unit, the children complete an independent piece of writing that can be used for assessment. This piece is completed by the children without input by the class teacher during the writing stage though they can be supported in the planning stage to develop ideas, it may be completed with a success criteria from another piece of writing, may have been rehearsed, has been edited by the pupil, peer or group or been completed with the use of dictionaries or thesauruses. The independent write should be completed over approximately 2 days, but there may be some variation through school dependent on subject area, the cohort or previous writing experience.

**Early Intervention** – using adaptive teaching practices, we aim to support all our children to become writers. Where a child may continue to find writing composition challenging, additional interventions may take place. In Key Stage 2, this is in the form of Fix it writing, where small groups of children participate in weekly sessions to develop and improve their writing fluency. In Key Stage 1 and Early Years, additional support through extra phonics sessions and small group support will take place and precise decisions will be made about pupils' gaps to ensure the intervention is matched to what pupils can already do and to provide sufficient practice to learn new content.

**Writing across the curriculum** – writing across the curriculum ensures children write for different purposes and different audiences and is an opportunity for children to demonstrate their understanding of written English in different contexts. It also forms a good assessment opportunity for teachers to identify those children who have a secure understanding of a certain genre. It is our aim to have a written outcome in each different foundation subject once per half term.

**Handwriting** - in school, great importance is placed on handwriting, and we introduce cursive handwriting from reception class. We use a consistent handwriting approach to support the improvement of handwriting. Additional intervention sessions are implemented when there is a concern about a child's handwriting to improve their cursive script. It is also very important for teaching staff to model the expectation for quality handwriting.





**Grammar and Punctuation** - grammar is taught as part of an English lesson with the aim being that the elements taught will be evident in the final pieces of writing. When teaching grammar, we use approaches such as the I Model whereby children will be 'immersed' in the feature, they will then 'imitate' existing sentence patterns they have explored, before 'innovating' sentences based on what they are studying, then finally 'inventing' new sentences that can be included in their own writing. Class teachers use the Lancashire Thematic Booklets to support them in identifying the new grammar and punctuation that must be taught and ongoing assessments inform teachers of the need to review and more deeply embed other elements. Fast Forward Grammar and Vocabulary Ninja, among other resources, is used where appropriate to support children in their acquisition of new and previously covered grammatical terms.

**Enriching writing** – each year, all children in school have the opportunity to take part in a 500-word story writing competition, as part of this, we also have an in-house competition where a winner from each year is identified for their outstanding writing. Children also have opportunities to access the local environment, including Cuerden Valley and the school grounds to immerse them for example Year 3 accessing the woods in school to start learning about Stig of the Dump.

With these approaches it is our aim for children to have developed competence in the two dimensions of transcription and composition, and they will be effective communicators in a range of written forms.

#### **Approaches to reading**

**Guided reading** – guided reading forms an integral part of the teaching and learning of becoming a confident and competent reader. It takes place each day using a workshop approach from Year 1 (from Spring term) to year 6. Within guided reading sessions, children are given opportunities to work independently and with a member of staff to interrogate texts to deepen their understanding. The outcomes for this are recorded, by the class teacher to inform future planning and to assess children against the National Curriculum.

**Accelerated Reader** – Year 2 to 6 have access to Accelerated Reader (AR). AR is an approach to reading where children are assessed at different points of the year and a range of measures are identified. Children are then given a ZPD (Zone of Proximal Development) that informs them of the book choices that are suitably challenging for them to read. The children then quiz after finishing their book to identify how much they understood of what they read, with a target of 85% correct answers. Children have a minimum of 20 minutes of AR reading time during the school day and can take their AR books home. Parents can be informed of progress using the Home Connect element of programme along with discussions with the class teacher.

**Home Readers (Year 1 and EYFS)** – In EYFS and Key Stage 1, children have access to a wide range of home readers that are recorded using the reading diary. Children are encouraged to regularly change their books, as often as required, and for a record to be kept by school and home of the child's reading progress. The books available are drawn from a range of publishers including Oxford, Pearson and Collins. All books are phonically decodable using schools own organisation and match the sounds taught during our Read, Write Inc. phonics lessons.



**Class Novel** – Each class sets aside time for a class novel, to support us in this, we may use the Pie Corbett reading spine, or it may be a book that a child, or member of staff, has a keen interest in. Class novels also form part of the teaching and learning sequence in English lessons for all class from Year 1 to Year 6. As a school, we are very lucky to have several full class sets of novels that enable us to carry out shared reading with the children and reading aloud is one way in which we promote and demonstrate expectations around reading fluency.

**Enrichment of reading** – Each half term, we open the school to parents/carers to come and share with the children in reading during our Reading Mornings. They are very well attended and allow the wider school community to engage with a wide range of literature. Through the local library, children can take part in the summer reading challenge and we also have our own challenge to encourage children to take a photograph of themselves reading in an unusual place.

Through these different approaches, it is our aim for children to have secure and competent word reading and comprehension to ensure they can read fluently, and with confidence, in any subject.

### Fluency

We want all our children to be fluent readers as this enables them to read for meaning. We provide children with opportunities to develop their fluency when reading aloud in small group and whole class instruction. Guided oral reading instruction can be used to support children's fluency whereby an adult models the fluent reading of a text prior to the pupils reading the same text aloud with effective feedback. Use of repeated reading is also promoted throughout school to support children in reaching a suitable level of fluency. Within Accelerated Reader, a child's estimated oral fluency is identified. If we have concerns about a child's fluency, suitable interventions are implemented to increase the child's ability to comprehend written texts.



**Supporting struggling readers** – As a school we place a huge emphasis on every child being a reader. We have a wide range of ways in which we support those children who are struggling to read through additional practice throughout the school day. This may take the form of additional guidance during lessons, 1:1 reading support, additional phonics interventions and online programmes such as IDL and reading progress.

### Approaches to speaking and listening

As a school, we have embraced the Pie Corbett talk for writing approach (with some adaptations to suit us). Throughout school, we use text mapping to help us plot out our writing then using oral retelling to help us structure our sentences and improve outcomes. Getting children to recite their stories before writing them is vital for children of all ages and this will be evident across the school. As teachers, we ensure we model to the children standard English and expect them to use standard English in their oral and written work. Children are encouraged to justify their thoughts and feelings in a verbose manner across the curriculum.

We use a range of approaches to develop speaking and listening including discussions, debates, presentations and drama. Through these different avenues children can gain knowledge, skills and understanding of the subject area and talk, and write, more confidently.



**Enrichment of speaking and listening** - our Off By Heart Poetry competition held annually is a fantastic opportunity for all our children to develop and improve their speaking skills. Drama is often used in these presentations and it makes for an enjoyable afternoon for the children watching their peers perform. Through class workshops and assemblies, children have opportunities to present to the whole class and visitors on a range of subjects such as online safety or religious festivals.

### Helicopter stories

Enables our children in EYFS to develop as natural storytellers. It fosters opportunities for children to be creative in their formation of stories that are then scribed by an adult in the classroom. It supports children in the communication and language and promotes a language rich environment where children take ownership of their learning.

### Oracy

Drawing on evidence from the EEF at developing pupils' language capabilities, we are promoting and actively teaching the skills of oracy and we are involved in a network to share good practice. Throughout children's time in school, they will develop a range of skills to elevate and embed the quality of talk. Teacher's play a vital role in this development through modelling what effective talk sounds like; providing effective sentence starters and prompts; using open-ended questions; setting clear discussion protocols, roles and goals; providing sufficient time for talk across the curriculum and giving precise feedback on the quality of discussion.



### Impact of the teaching and learning of English

Assessment is an ongoing element of the teaching and learning of English and takes place constantly through the feedback children receive during lessons; the summary feedback, where appropriate, following lessons and the questioning used to ascertain children's understanding. The assessment of English also includes moderation of



children's writing which takes place

clusters of schools we are part of Clayton Whittle Alliance and Yarrow Teaching Schools Alliance.

within the school at staff meetings, but also as part of the two

All this is designed to ensure that class teachers have secure judgements of where their children are in relation to the school's bespoke assessment for writing that draws on Lancashire Klips and the statutory guidelines for Years 2 and 6.

The ongoing assessment that we use is a tool for improvement. It aims to improve the outcome for that child, but also for any future children that may have similar gaps or difficulties. The assessment we carry out informs future planning and the development of the subject and is shared with the subject leader to ensure that the delivery of English is to the very highest standard.

In reading, we use a range of assessment approaches including Reading progress to monitor and track select children in their reading fluency, guided reading record sheets for individual class teachers to support their teacher judgement and Accelerated Reader Star Tests and quizzes from books the children have read. Also, we assess yearly using the NTS assessments from Hodder Education, with whom we are a research partner school. This wide range of assessment tools enables us to have a very detailed picture of the outcomes for our children and to closely monitor progress to ensure our children know more and remember more.

Within phonics, careful assessments using Read, Write Inc. resources, ensures we are able to precisely track and monitor our children and identify any child who requires early intervention to keep up rather than catch up.

As part of our regular Curriculum Conversations, we are keen to hear the views of our pupils, this time allows the children an opportunity to discuss their learning in English and share their views on future developments to develop and embed the quality of teaching and learning.

M P Howard

Ongoing as of July 2024

To be reviewed July 2026



### Substantive knowledge

In reading, substantive knowledge is the ability to decode and sight-read words. This allows children opportunities to read for pleasure, including reading and reciting poetry, and develop their vocabulary. Children are then able to apply their knowledge of reading strategies to comprehend a range of texts.

In writing, substantive knowledge is the ability to effectively plan, draft, and construct writing for different purposes. When constructing writing, this involves knowledge of structural, grammatical and linguistic features as well as knowledge of handwriting and spellings. Through deliberate practice, this substantive knowledge becomes automatic and fluent leading to mastery.

### Disciplinary knowledge

In reading, the disciplinary knowledge is the interpretation and comparison of themes and conventions, using text to back up arguments and discussions and evaluating the intentions of the author.

In writing, it is the ability to evaluate and edit text and apply substantive knowledge to effectively write for a range of purposes. In both reading and writing, it is the process of thinking critically and creatively using the automaticity of substantive knowledge.





How we live out our British and Christian Values in English				
Democracy	The Rule of Law and Forgiveness	Individual Liberty and Courage	Mutual Respect, Respect and Friendship	Tolerance of those of different faiths and Beliefs, Thankfulness and Truthfulness
Children are expected to listen to and respect each other during group discussions and debate and to work cooperatively. Children are encouraged to have a voice. Children are encouraged to debate and form balanced arguments. Class texts may include themes such as tolerance, mutual respect and democracy. Lessons may look at how these themes are presented and how characters embody these values.	Children are taught how to use check lists and marking criteria and recognise how these can improve their work. Children follow classroom practice in the presentation of their written work. Good practice in peer and self-assessment is taught.	Our school creates an ethos that respects the views of individuals and provides a learning environment in which children feel able to express themselves freely yet respectfully. Children are allowed to choose their own library books and other reading material in school. Children are encouraged to write independently and are given the skills to express themselves clearly. Lesson themes may explore the meaning of concepts such as liberty, democracy and tolerance.	Children are taught poetry and songs from other cultures, and religions and languages. Non-fiction texts provide students and teachers with the opportunity to address topical issues and consider different social, political, religious and cultural attitudes and contexts. Learning in English give opportunities to explore different people, places and social groups and as such promotes understanding and tolerance. Being able to empathise with others and examine situations and settings outside of their individual experience. English lessons encourage tolerance and respect for others	

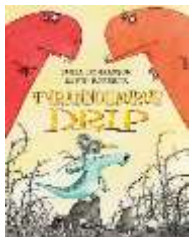



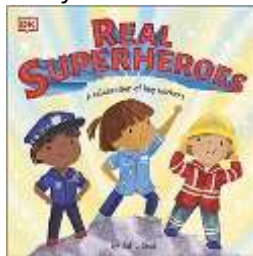



# Clayton-le-Woods CEP Long Term Overview - English

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pre-school	<p>Introduce Wonderful Words and Helicopter Stories.</p> <p>Repeat words/phrases from familiar stories.</p> <p>Take an interest in print or illustrations, by pointing or naming features/ key vocabulary.</p> <p>Enjoy sharing books with an adult in provision, responding to pictures/words.</p> <p>Make marks on their picture to represent ownership.</p> <p>Understand that pencils/pens are used to make marks – self-portraits.</p> <p>Enjoy drawing freely.</p> <p>Use cylindrical or digital grasp.</p> <p>Recognises familiar print.</p>	<p>Act out familiar stories, taking on a role – deconstructed role-play.</p> <p>Discuss and enquire about stories shared.</p> <p>Explore and discuss book covers in provision and during story time.</p> <p>Model handling books and turning pages one at a time.</p> <p>Make meaningful marks for name – using some shapes – self-registration.</p> <p>Experiment with print and letter knowledge in their early writing.</p> <p>Developing phonological awareness (phase 1) – rhymes and syllables – discreet Phonics sessions.</p> <p>Describe and identify characters and main events in stories.</p> <p>Follow a recipe to make something – what is a recipe?</p>	<p>Follow a pancake recipe. Draw what we did.</p> <p>Act out stories in groups/whole class with adults.</p> <p>Magic Mirror – Interview characters from stories.</p> <p>Draw attention to/model identifying page numbers in books and front covers.</p> <p>Whole class input on looking at different prints and purposes – how to keep the ocean clean poster, etc.</p> <p>Self-registration name writing practice – encouragement of modified tripod grasp/tripod grasp.</p> <p>Fine-motor opportunities to strength grasp.</p> <p>Explore rhyming strings in Phonics.</p>	<p>Develop play around stories using props.</p> <p>Engage in extended conversations about stories.</p> <p>Find the page number of a book.</p> <p>Understand that print has meaning and has different purposes.</p> <p>Write some letters of their name.</p> <p>Write some letters accurately.</p> <p>Use a modified tripod grasp or tripod grasp.</p> <p>Explain rhyming and continue a rhyming string in Phonics.</p> <p>Developing phonological awareness (phase 1) – initial sounds in words.</p> <p>Describe and identify main story settings.</p>	<p>Draw attention to book authors and where to locate.</p> <p>Re-write/ innovate Superworm. Say and explain a rhyming string.</p> <p>Create prediction pictures in glass bowls for stories.</p> <p>Use a modified tripod grasp or tripod grasp.</p> <p>Introduce oral segmentation and blending in Phonics.</p>	<p>Names of key points in a book – cover, author, page number).</p> <p>Rhyming strings.</p> <p>Identify settings, characters and events in stories, including basic prediction skills.</p> <p>Pencil grip identification.</p> <p>Name writing.</p> <p>Oral segmentation.</p>



# Clayton-le-Woods CEP Long Term Overview - English

Pre-school	<p><b>Fiction</b></p>  <p><b>Tyrannosaurus Drip</b>          'The Princess and the Pea' Poem          Harry and the Bucketful of Dinosaurs          The Colour Monster          Bog Baby          The Kindness Elves          The Gruffalo          Whatever Next          The Princess and the Wizard</p>	<p><b>Non-fiction</b></p>  <p><b>A Day To Remember</b>          The Tiger who came to tea (Fiction)          The Scarecrow's Wedding          Rama and Sita          The Tiger who came to Tea          Biscuit Bear          Sweet Dates to Eat</p>	<p><b>Fiction</b></p>  <p><b>Commotion in the Ocean</b>          'Deep Blue Sea' Poem          The Rainbow Fish          The Singing Mermaid          The Snail and the Whale          Sharing a Shell          Shark in the Park x3          Fidgety Fish</p>	<p><b>Fiction</b></p>  <p><b>Come on Daisy</b>          'Growing' Poem          Farmer Duck          Each, Peach, Pear, Plum          The Hungry Caterpillar          The Little Red Hen          What the Ladybird Heard          Jack and the Beanstalk          Rosie's Walk          Jasper's Beanstalk</p> <p>Olivers vegetables          Handa's Surprise</p>	<p><b>Non-fiction</b></p>  <p><b>Real Superheroes</b>          Superworm (Fiction)          Super Duck          Superworm          Nat Fantastic          Super Daisy          Elliot, Midnight          Superhero          Superhero Like You          Supertato</p>	<p><b>Fiction</b></p>  <p><b>The Three Little Wolves and the Big Bad Pig</b>          Rabunzel (Fiction)          Give us a smile, Cinderella          Suddenly!          Shhhhhh!          Mr Wolf's Pancakes          The True story of the Three Little Pigs</p>
Pre-school	<p>Helicopter stories          Recorded verbatim then corrected to be displayed – focus on correct grammar but not to detriment of child's creativity and flow.          Adult let mark making to monitor progression/</p>	<p>Transient art Andy Goldsworthy, shopping list, taking orders, making a poppy</p>	<p>Poetry, following a recipe, forming recognisable letters in their name,</p>	<p>Produce a story – Superworm, adventure that Superworm can go on, completing rhyming strings, alliteration first sound</p>	<p>Create a letter/ picture to post, observational drawing - plant</p>	<p>Transition drawing – moving up, family representation, observational drawing - animal</p>

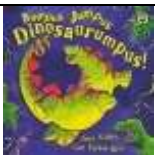


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	Dough disco, dough gym Book share shark  Self portrait, recording e.g. fairy door – who lives behind, activities linked to artists						
Baseline Sept PS	By Christmas	By Easter	End of PS	Baseline Sept	By Christmas	By Easter	ELG
<p>Make marks on their picture to stand for their name.</p> <p>Understand that pencils, pens are used to make marks.</p> <p>Enjoy drawing freely.</p> <p>Use cylindrical or digital grasp.</p>	<p>Make meaningful marks – links to recognising name, using some shapes linked to letters in name.</p> <p>Use some of their print and letter knowledge in their early writing.</p>	<p>Understand that print has meaning and has different purposes.</p> <p>Write some letters of their name.</p> <p>Write some letters accurately.</p> <p>Use a modified tripod grasp or tripod grasp.</p>	<p>Correct pencil grip (tripod).</p> <p>Write name (with some identifiable letters at least).</p> <p>Secure phase 1 phonics skills, leading to be ready to write (oral segmenting).</p> <p>Know that English is written from left to right and top to bottom.</p>		<p>Form some recognisable letters (inc. in name writing).</p> <p>Spell CVC words by identifying sounds using fred fingers.</p> <p>Orally rehearse a sentence within a shared write and show some awareness of capital letters and full stops.</p> <p>Explore caption writing independently.</p> <p>Read CVC words written.</p> <p>Explain the idea of a word – a space before and after.</p>	<p>Form lower case and capital letters clearly (progressing to works correctly).</p> <p>Spell words by identifying sounds.</p> <p>Write short sentences, showing some awareness of capital letters and full stops.</p> <p>Re-read what they have written.</p>	<p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>
Reception	<p>Establish wonderful words – develop vocab.</p> <p>Names of key points in a book (display) –</p>	<p>Prediction skills (story endings).</p> <p>Identifying Set 1 sounds.</p> <p>Recognisable letters (in name particularly).</p> <p>CVC word spelling.</p>	<p>Identify some diagraphs within Set 2.</p> <p>Blending CVC words and beyond.</p> <p>Recognise some red words taught.</p>	<p>Identify set 2 diagraphs.</p> <p>Recognise a number of red words taught.</p> <p>Read some simple sentences.</p>	<p>Predict key events in stories.</p> <p>Retell stories, encouraging use of taught vocab.</p>	<p>Predict key events in stories.</p> <p>Retell stories including taught vocab.</p>	



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	cover, author, illustrator, blurb). Consolidate Phase 1 Phonics: Rhyming strings, alliteration, oral blending and segmenting. Identify settings, characters and events in stories, including basic prediction skills. Pencil grip identification. Name writing.	Orally rehearse sentences. Explore caption writing and labels. Read CVC words written. Develop sense of a word and what a sentence is. Discuss elements of a sentence: words, finger spaces, full stops. Introduce lower case and capital letters.	Read some simple captions and phrases. Re-read books and join in with repeated refrains. Key word focus – teaching vocab. Predictions based on front cover. Write CVC words and beyond, beginning to write phrases/captions. Read CVC words and phrases/captions written.	Re-read books and join in with key parts, using correct taught language. Develop confidence in changing elements of stories to innovate. Predictions based on front cover and blurb. Form capital letters and lower-case letters correctly. Write short sentences including cap/full stops/finger spaces. Read sentences written.	Discuss taught vocab and understanding. Identify Set 1 and 2 sounds correctly. Read words with Set 1 and some Set 2 sounds correctly. Read sentences including red words. Letters mostly formed correctly and recognisable. Segment words to spell, ensuring they are phonically decodable. Develop sentence writing that can be read by themselves and others.	Use taught vocab in discussions and role play/drama. Blend words with set 1 and 2 sounds. Read sentences and books, developing a fluency to their reading. Letters mostly formed correctly and recognisable. Segment words to spell, ensuring they are phonically decodable. Write multiple sentences that can be read by others.
Reception	 <p>The Wizard by Dennis Lee (The Children's Poetry Archive) Tyrannosaurus Drip</p>	 <p>Christmas Pudding Poem (Twinkl) The Scarecrow's Wedding Rama and Sita The Tiger who came to Tea Biscuit Bear Sweet Dates to Eat</p>	 <p>Five Little Fishes Poem (Twinkl) The Rainbow Fish Commotion in the Ocean The Singing Mermaid The Snail and the Whale Sharing a Shell</p>	 <p>There are lots of people to help us poem (Twinkl) Super Duck Superworm Nat Fantastic Super Daisy</p>	 <p>Summer's Here Poem Give us a smile, Cinderella Suddenly! Shhhhhh!</p>	



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	Harry and the Bucketful of Dinosaurs The Gruffalo Whatever Next The Princess and the Wizard		Shark in the Park	Eggs Poem Farmer Duck Each, Peach, Pear, Plum The Hungry Caterpillar The Little Red Hen What the Ladybird Heard Jack and the Beanstalk Rosie's Walk Jasper's Beanstalk Come on Daisy Handa's Surprise	Elliot, Midnight Superhero Real Superheroes Superhero Like You	Mr Wolf's Pancakes The Three Little Wolves and the Big Bad Pig The True story of the Three Little Pigs
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Throughout each half term, there are various themes used that are designed to provide a range of high-quality, purposeful mark making for a range of audiences to equip children to succeed in Early Years and achieve the Early Learning Goal.

	All about me Magical Kingdoms (pirates, dinosaurs, knights, unicorns etc. based on children's level of interest.)	Bonfire night and fire safety Remembrance Day Diwali Road Safety Week Hanukkah Christmas	Under the sea Pollution Climates and habitats	Farming and growing Planting Lifecycles	Real life superheroes and fantasy superheroes Links to the community	Traditional and Twisted tales
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## Year 1 Programme of Study

Year 1	Stories by the same author (Lost and Found) Outcome scaffold – innovated retell of Lost and Found with different characters <b>Oliver Jeffers</b>	Classic stories Outcome scaffold – Outcome independent – <b>Significant people/authors</b>	Narrative Outcome scaffold – Outcome independent – <b>Significant people/authors</b>
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# Clayton-le-Woods CEP Long Term Overview - English

	<p><b>Penguin clips</b>  Sentence – how words can combine to make sentences  Punctuation – introduction to full stops and capital letters, question marks  <b>Lost and Found, How to Catch a Star, The Way Back</b>  <b>Descriptive sentence of a penguin, generating questions, role on the wall</b>    Provision - DT projects linked to story, art making penguins out of clay, small world retelling of the story.    Non-fiction: Non – Chronological reports  Outcome scaffold – a non-chronological report about Emperor and Chinstrap penguins  Outcome independent –  <b>Sir David Attenborough</b>  <b>Sir David Attenborough video of penguins</b>  Sentence – how words can combine to make sentences  Sentence – joining words and joining clauses using and  Punctuation – separation of words with spaces  Punctuation – capital letters, full stops and question marks  <b>Range of Penguin non-fiction texts</b>  <b>Writing facts about information from video stimulus, generating questions</b>  <b>Class book to share with other children.</b>  Homework based around research of penguin facts, Provision - DT projects linked to story, art</p>	<p><b>Wow moments</b>  Grammar focus  <b>Novel/Quality text</b>  <b>Incidental writes</b>    Cross Curriculum writing opportunity    <b>Instructions</b>  Outcome scaffold –  Outcome independent –  <b>Significant people/authors</b>  <b>Wow moments</b>  Grammar focus  <b>Novel/Quality text</b>  <b>Incidental writes</b>    Cross Curriculum writing opportunity    Traditional rhymes  Outcome scaffold –  Outcome independent –  <b>Significant people/authors</b>  <b>Wow moments</b>  Grammar focus  <b>Novel/Quality text</b>  <b>Incidental writes</b>    Cross Curriculum writing opportunity    Recount  Outcome scaffold –  Outcome independent –  <b>Significant people/authors</b>  <b>Wow moments</b></p>	<p><b>Wow moments</b>  Grammar focus  <b>Novel/Quality text</b>  <b>Incidental writes</b>    Cross Curriculum writing opportunity    <b>Information booklet</b>  Outcome scaffold –  Outcome independent –  <b>Significant people/authors</b>  <b>Wow moments</b>  Grammar focus  <b>Novel/Quality text</b>  <b>Incidental writes</b>    Cross Curriculum writing opportunity    Rhyme  Outcome scaffold –  Outcome independent –  <b>Significant people/authors</b>  <b>Wow moments</b>  Grammar focus  <b>Novel/Quality text</b>  <b>Incidental writes</b>    Cross Curriculum writing opportunity  Stories with fantasy settings  <b>Significant people/authors</b>  <b>Wow moments</b>  Grammar focus  <b>Novel/Quality text</b></p>
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# Clayton-le-Woods CEP Long Term Overview - English

	<p>making penguins out of clay, small world retelling of the story.</p> <p>Stories with repetitive patterns Outcome scaffold – innovation of Zog with different characters <i>Purposeful writing/sharing opportunity</i> <b>Julia Donaldson, Axel Sheffler</b> <b>Use of puppets</b> Sentence – how words can combine to make sentences Sentence – joining words and joining clauses using and Punctuation – separation of words with spaces Punctuation – capital letters, full stops and question marks <i>Purposeful writing/sharing opportunity</i> Punctuation – capital letters for names and for the personal pronoun I <b>Zog</b> <b>Orally compose and write questions, character description – thoughts, feelings and appearance, list of characters</b> <b>Sharing with older class (Year 3) for the older children to read.</b> Learning poetry off by heart – London’s burning linked to History unit on Great Fire of London also included in provision where children can create their own verse.</p> <p>Poems on a theme – London’s burning Outcome scaffold – Outcome independent – <b>Significant people/authors</b> <b>Wow moments</b></p>	<p>Grammar focus <b>Novel/Quality text</b> <b>Incidental writes</b></p> <p><i>Purposeful writing/sharing opportunity</i> Cross Curriculum writing opportunity</p> <p><b>Innovated Story</b> Outcome scaffold – Outcome independent – <b>Significant people/authors</b> <b>Wow moments</b> Grammar focus <b>Novel/Quality text</b> <b>Incidental writes</b></p> <p><i>Purposeful writing/sharing opportunity</i> Cross Curriculum writing opportunity</p> <p>Poems on a theme Outcome scaffold – Outcome independent – <b>Significant people/authors</b> <b>Wow moments</b> Grammar focus <b>Novel/Quality text</b> <b>Incidental writes</b> <i>Purposeful writing/sharing opportunity</i> Cross Curriculum writing opportunity</p>	<p><b>Incidental writes</b></p> <p>Cross Curriculum writing opportunity</p> <p>Poems to learn by heart Outcome scaffold – Outcome independent – <b>Significant people/authors</b> <b>Wow moments</b> Grammar focus <b>Novel/Quality text</b> <b>Incidental writes</b></p> <p><i>Purposeful writing/sharing opportunity</i> Cross Curriculum writing opportunity</p> <p>Recounts Outcome scaffold – Outcome independent – <b>Significant people/authors</b> <b>Wow moments</b> Grammar focus <b>Novel/Quality text</b> <b>Incidental writes</b></p> <p>Cross Curriculum writing opportunity</p>
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Grammar focus  
Novel/Quality text  
Incidental writes  
Purposeful writing/sharing opportunity  
Cross Curriculum writing opportunity

### National Curriculum – Year 1 – Programme of Study

#### Reading – word reading

Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

#### Reading – comprehension

Pupils should be taught to:

- 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 correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far
- 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**  
**Spelling**

(see English [Appendix 1](#)) Pupils should be taught to:

- 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 change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules and guidance, as listed in English [Appendix 1](#)
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

**Handwriting**

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.

**Writing – composition**

Pupils should be taught to:

- 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**

Pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 by:
  - leaving spaces between words
  - joining words and joining clauses using and
  - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
  - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
  - learning the grammar for year 1 in English Appendix 2
- use the grammatical terminology in English Appendix 2 in discussing their writing.

Year 2 Programme of Study

Year 2	<p>Fiction: Stories with a familiar setting theme</p> <p>Pirates – narrative writing</p> <p>Outcome scaffold – innovated version of Pirates next door.</p> <p>Outcome independent – Pirate story based on a stimulus (Espresso)</p> <p>Johnny Duddle,</p> <p>Treasure box, who could it belong to? Pirate day at the end.</p> <p>Grammar focus Sentence – subordination (when, if, that, because); coordination – and, but</p>	<p>Stories by the same author Bob and the Moontree books – narrative writing</p> <p>Outcome scaffold –</p> <p>Outcome independent –</p> <p>Significant people/authors</p> <p>Wow moments</p> <p>Grammar focus</p> <p>Novel/Quality text</p> <p>Incidental writes</p> <p>Cross Curriculum writing opportunity</p> <p>Non chronological reports</p>	<p>Animal adventure story – Wind in the Willows – narrative writing</p> <p>Outcome scaffold –</p> <p>Outcome independent –</p> <p>Significant people/authors</p> <p>Wow moments</p> <p>Grammar focus</p> <p>Novel/Quality text</p> <p>Incidental writes</p> <p>Cross Curriculum writing opportunity</p>
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# Clayton-le-Woods CEP Long Term Overview - English

	<p>Sentence – grammatical patterns in a sentence (questions) Sentence – noun phrases Punctuation – capital letters, full stops, question marks <b>Pirates next door</b> <b>Letter writing (letter of complaint)</b> <b>Character description</b></p> <p>Drawing on historical and geographical understanding within their narrative</p> <p>Non-Fiction: Non chronological reports Outcome scaffold – write a non-chronological report on pirates (life on board, clothing, food etc) Outcome independent – report on Victorian schools <b>Blackbeard, Mary Read, Anne Bonny</b> <b>Pirate day</b></p> <p>Grammar focus Sentence – subordination (when, if, that, because); coordination – and, but Sentence – grammatical patterns in a sentence (questions) Sentence – noun phrases Punctuation – capital letters, full stops, question marks</p> <p><b>Range of sourced high-quality texts</b> <b>Descriptive writing appearance/behaviour, fact file</b></p> <p>Non-chronological report in history (see independent outcome)</p> <p>Fiction: Poetry</p>	<p>Outcome scaffold – Outcome independent – <b>Significant people/authors</b> <b>Wow moments</b> Grammar focus <b>Novel/Quality text</b> <b>Incidental writes</b></p> <p>Cross Curriculum writing opportunity</p> <p><b>Story with a familiar setting - Mudpuddle Farm - narrative writing</b></p> <p>Outcome scaffold – Outcome independent – <b>Significant people/authors</b> <b>Wow moments</b> Grammar focus <b>Novel/Quality text</b> <b>Incidental writes</b></p> <p>Cross Curriculum writing opportunity</p> <p>Persuasive writing Outcome scaffold – Outcome independent – <b>Significant people/authors</b> <b>Wow moments</b> Grammar focus <b>Novel/Quality text</b> <b>Incidental writes</b></p> <p>Cross Curriculum writing opportunity</p>	<p>Recount writing – a letter Outcome scaffold – Outcome independent – <b>Significant people/authors</b> <b>Wow moments</b> Grammar focus <b>Novel/Quality text</b> <b>Incidental writes</b></p> <p>Cross Curriculum writing opportunity</p> <p><b>Seaside theme stories</b> <b>Lighthouse keeper's lunch – narrative</b> Outcome scaffold – Outcome independent – <b>Significant people/authors</b> <b>Wow moments</b> Grammar focus <b>Novel/Quality text</b> <b>Incidental writes</b></p> <p>Cross Curriculum writing opportunity</p> <p>Seaside poems Outcome scaffold – Outcome independent – <b>Significant people/authors</b> <b>Wow moments</b> Grammar focus <b>Novel/Quality text</b> <b>Incidental writes</b></p> <p>Cross Curriculum writing opportunity</p>
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	<p>Outcome scaffold – A poem about school life Outcome independent – Writing a poem on the theme of fireworks/bonfire night <b>Allan Ahlberg, Ken Nesbitt</b> <b>Off By Heart Poetry competition</b> Sentence – noun phrases Punctuation – commas in a list <b>Heard it in the Playground, Revenge of the Lunch Ladies</b></p> <p>Publish the poem to make a whole class book to place in the library. <b>Bonfire night poem</b></p> <p>Fiction: Traditional tales with a twist Outcome scaffold – Write their own version of the gingerbread story (innovated) Outcome independent – Story beginning of a traditional tale <b>Jon Scieszka and Lane Smith, Babette Cole, Colin Stimpson, Raymond Briggs, Hans Christian Anderson</b> <b>Watching the trailer for Into the woods, box of items linked to characters</b> Sentence – noun phrases Sentence – coordination (and, but, so) subordination (when, if, that, because) Text – present and past tense Punctuation – commas in a list <b>Novel/Quality text The true story of the Three Little Pigs, Prince Cinders, Jack and the Baked Beanstalk, Jim and the beanstalk, traditional versions</b> <b>Diary entry – wolfs perspective, repeated phrases (rhyming couplets) story retell of a familiar tale</b></p>		
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	<p>Non-fiction: Instructions</p> <p>Outcome scaffold – washing hands/brushing teeth</p> <p>Stories placed into a book of traditional tales</p> <p>Outcome independent – washing hands/brushing teeth</p> <p>Brushing teeth, washing hands</p> <p>Grammar focus</p> <p>Sentence – command (imperative verbs)</p> <p>Punctuation – commas in a list</p> <p>Word – adjectives into adverbs</p> <p>Colgate instruction leaflet (real life scenario)</p> <p>Lists</p> <p>Create instructions to share with Year 1</p> <p>Linked to science, independent write completed in science books</p>		
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**National Curriculum - Year 2 - Programme of Study**

**Reading – word reading**

Pupils should be taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- 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**

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:



- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
  - drawing on what they already know or on background information and vocabulary provided by the teacher
  - checking that the text makes sense to them as they read and correcting inaccurate reading
  - making inferences on the basis of what is being said and done
  - answering and asking questions
  - predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

#### Writing – transcription

Spelling (see English [Appendix 1](#)) 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, as listed in English [Appendix 1](#)
- 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 – composition

Pupils should be taught to:

- 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
  - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear

### Writing – vocabulary, grammar and punctuation

Pupils should be taught to:

- develop their understanding of the concepts set out in English [Appendix 2](#) by:
  - learning how to use both familiar and new punctuation correctly (see English [Appendix 2](#)), 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
  - expanded noun phrases to describe and specify [for example, the blue butterfly]
  - the present and past tenses correctly and consistently including the progressive form
  - subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
  - the grammar for year 2 in English [Appendix 2](#)
  - some features of written Standard English
- use and understand the grammatical terminology in English [Appendix 2](#) in discussing their writing.



## Year 3 Programme of Study

<p>Year 3</p>	<p>Fiction: Folk Tales Outcome scaffold – innovated version of the original story Outcome independent – improving the school to their dream (swimming pools and bouncy castles!) <b>Helen Ward and Wayne Anderson</b> Punctuation – inverted commas Sentence - prepositions <b>The Tin Forest</b> <b>Story retell, record of dialogue with inverted commas, letter writing</b></p> <p>Writing a version of the story to share with younger children</p> <p>Can be linked to geography unit looking at how to improve the local area – depends on time delivered</p> <p>Non-fiction: Biography Outcome scaffold – biography about Nick park Outcome independent – biography about a classmate/teacher in class/ significant person in science e.g. Marie Curie <b>Nick Park, Barack Obama, David Attenborough, Rosa Parks</b> Sentence – conjunctions Sentence – adverbial and prepositional phrases (fronted adverbials_ <b>Little People Big Dreams – Rosa Parks</b></p>	<p>Fiction: Story as a theme Outcome scaffold – innovated version of Stig of the Dump Outcome independent – prequel or sequel to Stig of the Dump/their scaffold story. <b>Clive King, Satoshi Kitamura</b> <b>Uncovering Stig's den in the woods</b> Sentence - Identify, select, generate and effectively use prepositions for where Punctuation - Use inverted commas to punctuate direct speech <b>Stig of the Dump, Stone Age Boy</b> <b>Writing in role – diary entry, true/false quiz, character description, innovated conversation with inverted commas,</b></p> <p>Sharing scaffold or independent writing with younger children</p> <p>History unit of Stone Age to Iron Age will support understanding of making story historically accurate. Polish writing to add to Clayton-le-Woodlanders display</p> <p>Non-Fiction: Discussion Outcome scaffold – living in the Stone Age or present day Outcome independent – discussion about longer playtimes, plastics to be used in schools, eating fast food everyday. <b>Speaking and listening during a whole class discussion</b> Sentence - Expressing time, place and cause using conjunctions Text - Introduction to paragraphs as a way to group related material <b>Range of discussion texts drawn from different sources</b></p>	<p>Fiction: Mystery stories Outcome scaffold – writing the next chapter in the book of a new land Outcome independent – changing the location and characters to school grounds and their peers. <b>Enid Blyton</b> <b>Reading in the Woodland</b> Sentence – conjunctions Punctuation – apostrophes (year 2 revision) Punctuation – inverted commas Word – word families <b>The Enchanted Wood</b> <b>Descriptive writing of setting, diary entry, recording characters thoughts and feelings, letter writing, dialogue (conversation between two characters)</b></p> <p>Non-Fiction - Non-chronological report Outcome scaffold – information poster on the Romans e.g. Roman army, Pompeii, Roman buildings, Ribchester etc. Outcome independent – booklet on plants including seed dispersal. <b>Alison Hawes</b></p>
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# Clayton-le-Woods CEP Long Term Overview - English

	<p>Short biographical piece about a partner, true/false quiz, note making (bullet points)</p> <p><b>Fiction: Poems with a structure (shape/calligrams)</b></p> <p>Outcome scaffold – poem based on a structure previously used</p> <p>Outcome independent – another poem in the same style – different shape/calligram</p> <p><b>Keith Bosley</b></p> <p>Word – word families based on common words</p> <p><b>Snake glides</b></p> <p><b>Published poems in a book</b></p> <p><b>Fiction: Fables</b></p> <p>Outcome scaffold – create their own fable with selected animals and their own lesson</p> <p>Outcome independent – an innovated version of a known fable</p> <p><b>Rachel Bright, Aesop</b></p> <p>Word: use of the forms a or an</p> <p>Sentence: adverbs (ending in -ly)</p> <p><b>Novel/Quality text – Aesop's fables, The Lion Inside, The Squirrels who squabbled</b></p> <p><b>Prediction writing, diary entry, question writing – asking of the character, fact file – animal characteristics,</b></p> <p><b>Non-Fiction: Persuasion (letter writing)</b></p> <p>Outcome scaffold – letter to Sir Lindsay Hoyle around the issue of plastic pollution</p>	<p>Developing sentences from given sentence stems on an issue</p> <p>Letter writing discussing an issue (e.g. homework)</p> <p>Linked to history unit on the Stone Age and Science work on healthy eating (Using fast food independent write)</p> <p><b>Fiction: Poems on a theme</b></p> <p>Outcome scaffold – performed piece of a learnt poem</p> <p>Outcome independent – creating their own poem in the style of Listen, Little Mammals</p> <p><b>Benjamin Zephaniah, Loreen Leedy, Brian Moses</b></p> <p><b>Performing poems to the class</b></p> <p>Word - Word families based on common words</p> <p><b>My Teacher is a dinosaur</b></p> <p><b>Fiction: Novel as a theme</b></p> <p>Outcome scaffold – Retell the opening of the story from the perspective of the Iron Man</p> <p>Outcome independent – Iron Woman telling a similar story, the next part of the story, Iron Child</p> <p><b>Ted Hughes</b></p> <p>Sentence – selecting generating and using adverbs for when</p> <p>Punctuation – inverted commas</p> <p>Sentence - Expressing time, place and cause using conjunctions</p> <p><b>The Iron Man</b></p> <p><b>Character description, First person recount</b></p> <p><b>Book of short stories to be placed in class</b></p>	<p>Visit to Ribchester, first hand experience of seed dispersal, growing plants etc.</p> <p>Sentence – conjunctions</p> <p>Text – present perfect form of verbs</p> <p>Text - paragraphs</p> <p><b>What the Romans did for us</b></p> <p><b>Group presentation in style of a 'did you know' programme</b></p> <p>Independent write to be a booklet on plants and scaffold write to be an information poster about the Romans</p> <p><b>Playscript</b></p> <p>Outcome scaffold – playscript based on the short story.</p> <p>Outcome independent – playscript based on the opening scene of a previously read book, e.g. The Iron Man, Stig of the Dump etc.</p> <p><b>Anthony Browne, Jeremy Strong</b></p> <p><b>Performing their playscript to be filmed</b></p> <p>Sentence – conjunctions</p> <p>Sentence: adverbs (ending in -ly)</p> <p><b>Romans on the Rampage/ Hansel and Gretel</b></p> <p><b>Generating questions, diary entry, writing feedback to a peer about their performance,</b></p>
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## Clayton-le-Woods CEP Long Term Overview - English

	<p>Outcome independent – letter to Mrs Bashora about extending the Christmas holiday to 4 weeks/shortening to 3 days.</p> <p>Simon James, Sir Lindsay Hoyle, Amy Husband</p> <p>Writing to Sir Lindsay Hoyle</p> <p>Sentence: conjunctions – subordination</p> <p>Sentence – adverbs – fronted adverbials</p> <p>Text – present perfect form of verbs</p> <p>Dear Greenpeace, Dear Teacher</p> <p>Writing questions and answers, true/false quiz</p> <p>Writing about plastic waste and other environmental issues to Sir Lindsay Hoyle</p> <p>Writing links to Geography unit about the landfill at Clayton Hall</p>		<p>Classic poetry</p> <p>Outcome scaffold – Performance of a poem</p> <p>Outcome independent – children create and perform their own version of the poem.</p> <p>Mary Howitt</p> <p>Performing poetry – could do so in different environments</p> <p>Word – word families based on common words</p> <p>Word: use of the forms a or an</p> <p>The Spider and the Fly</p> <p>A police report regarding the ‘crime’ that’s taken place</p>
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## Year 4 Programme of Study

Year 4	<p>Fiction - Fantasy narrative</p> <p>Outcome scaffold – new character on a new journey</p> <p>Outcome independent – Different character on a new journey (based on ‘A Cloudy Lesson’)</p> <p>Phillip Pulman</p> <p>Sentence – fronted adverbials</p> <p>Punctuation – inverted commas, commas after fronted adverbials</p> <p>The Firework Maker’s daughter</p> <p>Diary as Lila</p> <p>Description – character and setting</p>	<p>Fiction - Novel as a theme - issues and dilemmas</p> <p>Outcome scaffold – innovated story based on Bill’s New Frock</p> <p>Outcome independent - Change the character and setting and adapt the story.</p> <p>Anne Fine</p> <p>create a fake CPOMS report of a fictional child and the issue/dilemma they faced – share with children. What would they do?</p> <p>Grammar focus</p> <p>Sentence – fronted adverbials</p> <p>Punctuation – inverted commas, commas after fronted adverbials</p> <p>Purposeful writing/sharing opportunity</p>	<p>Stories with a theme &amp; Poetry (Haiku and Kennings)</p> <p>Outcome scaffold</p> <p>Outcome independent</p> <p>Significant people/authors</p> <p>Wow moments</p> <p>Grammar focus</p> <p>Novel/Quality text</p> <p>Incidental writes</p> <p>Cross Curriculum writing opportunity</p>
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# Clayton-le-Woods CEP Long Term Overview - English

	<p>Non-fiction - Explanation  Outcome scaffold – explanation text based on known contraption  Outcome independent – geography linked to water cycle  Visit to the river to see elements of water cycle  Grammar focus  Sentence – subordinating conjunctions (revision Y3) commas to mark clauses (Y5)  Text – paragraphs to organise ideas  Cracking contraptions – Wallace and Gromit  Flow charts, annotated diagrams</p> <p>Water cycle explanation completed as independent</p> <p>Narrative - Classic poetry  Outcome scaffold – performance of Jabberwocky  Outcome independent – perform an adapted version of Jabberwocky in small groups  Lewis Carroll</p> <p>Jabberwocky</p> <p>Linked to art through storytelling unit</p> <p>Narrative - Fairy tale  Outcome scaffold – retelling (with adaptations) of the original fairy tale</p>	<p>Bill's New Frock  Character questions, writing in role – monologue recount, character statements, speech, thought and feeling bubbles, prediction writing,</p> <p>Link in with 1decision PSHE – what decision will they make?</p> <p>Persuasive advert  Outcome scaffold  Outcome independent  Significant people/authors  Wow moments  Grammar focus  Novel/Quality text  Incidental writes</p> <p>Cross Curriculum writing opportunity</p> <p>Narrative - Novel as a theme (Gulliver's Travels)  Outcome scaffold  Outcome independent  Significant people/authors  Wow moments  Grammar focus  Novel/Quality text  Incidental writes</p> <p>Cross Curriculum writing opportunity</p> <p>Non-chronological report  Outcome scaffold  Outcome independent  Significant people/authors</p>	<p>Information booklets  Outcome scaffold  Outcome independent</p> <p>Significant people/authors  Wow moments  Grammar focus  Novel/Quality text  Incidental writes</p> <p>Cross Curriculum writing opportunity  Folk tale (Brer Rabbit)  Outcome scaffold  Outcome independent</p> <p>Significant people/authors  Wow moments  Grammar focus  Novel/Quality text  Incidental writes</p> <p>Cross Curriculum writing opportunity</p> <p>Debates  Outcome scaffold  Outcome independent</p> <p>Significant people/authors  Wow moments  Grammar focus  Novel/Quality text  Incidental writes</p>
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	<p>Outcome independent – modern version of a classic fairytale</p> <p><b>Hans Christian Anderson</b></p> <p>Sentence – fronted adverbials</p> <p>Punctuation – use of inverted commas, commas after fronted adverbials</p> <p><b>Pied Piper of Hamelin</b></p> <p><b>Newspaper report (this requires sessions focused on features of newspaper)</b></p> <p><b>Letter writing asking for help from the Piper</b></p> <p>Collating newspaper articles to share with other year group.</p>	<p><b>Wow moments</b></p> <p>Grammar focus</p> <p><b>Novel/Quality text</b></p> <p><b>Incidental writes</b></p> <p>Cross Curriculum writing opportunity</p> <p>Purposeful writing/sharing opportunity</p>	<p>Cross Curriculum writing opportunity</p>
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**National Curriculum – Year 3 and 4 – Programme of Study**

**Reading – word reading**

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

**Reading – comprehension**

Pupils should be taught to:

- 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 to perform, showing understanding through intonation, tone, volume and action
  - discussing words and phrases that capture the reader's interest and imagination
  - recognising some different forms of poetry [for example, free verse, narrative poetry]



- understand 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

Spelling (see English Appendix 1)

Pupils should be taught to:

- use further prefixes and suffixes and understand how to add them (English [Appendix 1](#))
- spell further homophones
- spell words that are often misspelt (English [Appendix 1](#))
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

#### Handwriting

Pupils should be taught to:

- 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

Pupils should be taught to:

- 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 (English [Appendix 2](#))
  - organising paragraphs around a theme
  - in narratives, creating settings, characters and plot



- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- evaluate and edit by:
  - assessing the effectiveness of their own and others' writing and suggesting improvements
  - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

**Writing – vocabulary, grammar and punctuation**

Pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 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 in English Appendix 2
- 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 Appendix 2 accurately and appropriately when discussing their writing and reading.

Year 5 Programme of Study

Year 5 Programme of Study			
Year 5	Fiction: Legends of the British Isles Outcome scaffold – Innovated version of a chapter of Beowulf Outcome independent – prequel/sequel for Beowulf/ the killing of Grendel's mother <b>Michael Murpurgo</b> Anglo-Saxon visit to Mere Tun	Fiction: Science Fiction stories Outcome scaffold – An innovated version of 'Space School' Outcome independent – Sequel to 'Space School' with a new issue but the same characters <b>Tom, Tony Bradman</b> Avatar film clips to immerse Word – verb prefixes,	Fiction: Stories from other cultures Outcome scaffold – a sequel to the Explorer Outcome independent – a character in a dangerous situation e.g. earthquake/tsunami, TBC <b>Katherine Rundell</b>





## Clayton-le-Woods CEP Long Term Overview - English

	<p>Text – cohesion and adverbials (focusing specifically on -ed, -ly, -ing openers) Blending action, dialogue and description <b>Beowulf</b> Diary entry, descriptive writing (character), letter writing, character feelings, dialogue use</p> <p>Writing a letter of thanks to the villagers of Mere Tun and they will draw on their historical knowledge of the Anglo Saxon period to ensure their stories are historically accurate.</p> <p>Persuasion – non-fiction Outcome scaffold – Courageous Advocacy link (uniform/food bank) Outcome independent – Courageous Advocacy link (uniform/food bank) dependent on cohort and their focus <b>Trussel Trust</b> Supporting distributing uniform and leading an assembly/making a video for the website Grammar focus Sentence – modal verbs, relative clauses Persuasive video writing a Ring about uniform swap/food bank</p> <p>Writing and presenting a video through computing unit about uniform swap. Food bank</p> <p>Fiction: Classic Poetry Outcome scaffold – performance of the classic narrative poem and a new verse</p>	<p>Sentence – expanded noun phrases (revision of) <b>Space School</b> Setting description, retell, diary entry, exploring action, description and dialogue, character description</p> <p>Non-fiction: Information Booklets – space theme Outcome scaffold – space and planets based on science learning Outcome independent – information booklet on animals Text – devices to build cohesion, link ideas across paragraphs using adverbial for time, place and number <b>Space themed non-fiction books</b> Non-chronological report, notemaking using bullet points</p> <p>Linked to science unit on space.</p> <p>Novel as a theme – fiction Outcome scaffold – a version of the original story in a different setting e.g. central London Outcome independent – write a story based around an automaton <b>Brian Selznick</b> Film clips, train station clock on the corridor Punctuation – commas to clarify meaning and avoid ambiguity Text – devices to build cohesion, link ideas across paragraphs using adverbial for time, place and number <b>Hugo Cabret</b> Predictions, diary entry, summary, explanation (how an automaton works) Read the story to another class Cross Curriculum writing opportunity</p>	<p>Eating ‘bugs’ chocolate ones! Word - Converting nouns or adjectives into verbs using suffixes Punctuation - Brackets, dashes or commas to indicate parenthesis <b>The Explorer</b> Setting description, note taking (bullet points), letter writing, first person narrative, biography Ideas drawn from geography unit on the Amazon</p> <p>Non-fiction: Debate Outcome scaffold – written balanced debate about deforestation (Is it necessary?) Outcome independent – something happening locally, relevant and in the news. <b>Richard Platt, Rupert Van Wyk, Lynne Cherry</b> Whole class debate Word - Converting nouns or adjectives into verbs using suffixes, Verb prefixes Sentence - Indicating degrees of possibility using adverbs, or modal verbs Text - Devices to build cohesion within a paragraph <b>The Great Kapok Tree, The Vanishing rainforest</b> Note taking research, review, Presentation/debate recorded and shared on Seesaw</p>
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	<p>Outcome independent – An innovated version of the original poem  <b>Charles Causey/ Rudyard Kipling</b>  <b>Wow moments</b>  Text -Cohesion: simile starters (Timothy Winters)  Sentence – relative clauses and reviewing subordination (If)  <b>Timothy Winters (dependent on cohort)/If</b>  <b>Incidental writes</b></p> <p>Cross Curriculum writing opportunity  Purposeful writing/sharing opportunity</p> <p>Fiction: Stories with Historical Settings  Outcome scaffold – a new chapter after Oliver has escaped the workhouse  Outcome independent – Children put themselves into the story and meet him at the workhouse and escape with him.  <b>Charles Dickens</b>  Sentence – relative clauses  Reviewing expanded noun phrases  <b>Oliver Twist</b>  <b>Playscript</b> converting a scene into playscript, discussion (may be written or oral) debating is  Sharing their finished stories with parents (seesaw)  <b>Writing (Fagin's lair), setting description</b></p>		<p>Linked to Geography unit on the Amazon/deforestation</p> <p>Figurative language – poetry  Outcome scaffold – poem in the style of those explored using figurative language, learnt and then performed  Outcome independent – poem on the theme of deforestation  <b>Fiona Waters, Robert MacFarlane</b>  <b>Performance of a poem</b>  Language for effect – personification, simile, metaphor  <b>I am the seed that grew the tree, The Lost Words</b>  <b>Book talk (written examples)</b>  Performing to the class their own poetry  Ideas drawn from geography deforestation</p>
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## Year 6 Programme of Study

Year 6	<p>Non-fiction: Biography – Alan Turing Outcome scaffold – Alan Turing Biography Outcome independent – child’s choice of focus <b>Alan Turing, Catherine Johnstone, Jacqueline Wilson, Tim Peake</b> <b>Museum of Lancashire – History trip</b> Text – cohesive devices, adverbials Punctuation – bullet points, headings, subheading <b>Small people, big dreams</b> <b>Letter to the individual posing questions</b></p> <p><small>Book of biographies placed in the library – polished piece</small></p> <p>History – biography of Churchill/Chamberlain/Hitler</p> <p>Fiction: Classic Poetry – Written response in another medium to a classic poem. War poetry Outcome scaffold – poem linked to poems read Outcome independent – poem linked to peace/ current conflict</p> <p><b>Significant people/authors</b> <b>Wow moments</b> Grammar focus <b>Novel/Quality text</b></p>	<p>Fiction: Classic Stories – Mary Poppins Outcome scaffold – Chapter of book (Mary jumps through painting) Outcome independent – Chapter of book (different painting) <b>P R Travers</b> <b>Watch films</b> Word – formal/informal, synonyms and antonyms Sentence – formal/informal, Punctuation – dialogue, semi-colons, colons and dashes Text – cohesive devices/adverbials <b>Mary Poppins</b> <b>Newspaper advert, diary entries perspective children/Mary, setting/character description</b></p> <p><small>Share narrative with younger children</small></p> <p>Fiction: Older Literature - Macbeth Outcome scaffold – Scene 1 adapting original play to narrative Outcome independent – Second meeting with the Witches after Banquo slain <b>William Shakespeare, Leon Garfield</b> <b>Drama acting out scenes</b> Sentence – passive, formal/informal, bending grammatical conventions Text – Cohesive devices, repetition of word or phrase <b>Shakespeare Stories, Macbeth playscript, BBC adaptations of Macbeth</b></p> <p><small>Purposeful writing/sharing opportunity</small></p>	<p>Non-fiction: Formal Debate – Animals in Captivity. Outcome scaffold – Reasoned debate on pros and cons of animals in captivity Outcome independent – formal letter pros and cons of animals in captivity. <b>Zoologists – Steve Irwin, David Attenborough</b> <b>Bird of Prey visit?</b> Word – formal speech Sentence – passive voice, subjunctive form Text – cohesive devices, layout devices Punctuation – colons, semi-colons, parenthesis, bullet points <b>Explanation text on animal care/conservation</b></p> <p><small>Purposeful writing/sharing opportunity</small></p> <p>Cross Curriculum writing opportunity</p> <p>Fiction: Stories With a Flashback – Titanic Outcome scaffold – Outcome independent -</p> <p><b>Significant people/authors</b> <b>Wow moments</b> Grammar focus <b>Novel/Quality text</b> <b>Incidental writes</b></p> <p>Cross Curriculum writing opportunity</p> <p>Poetry – Performance poetry</p>
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	<p><b>Incidental writes</b></p> <p>Cross Curriculum writing opportunity</p> <p><b>Fiction: Novel as a Theme – Treasure Island</b>  Outcome scaffold – chapter of book  Outcome independent – further chapter  <b>Robert Louis Stevenson</b>  Punctuation - semi-colons and revision of dialogue and parenthesis  <b>Treasure Island</b>  <b>Diary entry - informal, wanted poster, ships log - formal</b></p> <p>Knowledge of Treasure Island used in play reviews  Come back to</p> <p><b>Non-fiction: Play Review – Drama- National Theatre Online Peter Pan/Treasure Island</b>  Outcome scaffold – Treasure Island review  Outcome independent – Peter Pan or Pantomime dependant on dates  <b>JM Barrie</b>  <b>Pantomime – theatre?</b>  Sentence – passive voice, subjunctive form, formal and informal  Punctuation – bullet points, colons, semi-colons, headings  <b>Treasure Island/ Peter Pan/clips from Royal Variety (play teaser)</b>  Small reviews e.g. letter about the costumes (informal letter to a friend)</p>	<p><b>Poetry - double, double, character/ setting description, monologue</b></p> <p><b>Non-fiction: Explanation Texts – Why Was the Titanic Such a Huge Disaster?</b>  Outcome scaffold – Explanation of sinking of titanic  Outcome independent – Geography migration explanation/science how does a body function  <b>Captain Smith, Thomas Andrews</b>  Text – layout devices, cohesive devices, adverbials  Sentence – use of multiclaue structures  Punctuation – colons, semi colons  <b>Range of Titanic non-fiction texts, Grammarsaurus explanation text.</b>  <b>I?</b>  Independent outcome is cross curricular, see above.</p>	<p>Outcome scaffold –  Outcome independent -</p> <p><b>Significant people/authors</b>  <b>Wow moments</b>  Grammar focus  <b>Novel/Quality text</b>  <b>Incidental writes</b>  <b>Purposeful writing/sharing opportunity</b>  Cross Curriculum writing opportunity</p>
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**National Curriculum – Year 5 and 6 – Programme of Study****Reading – word reading**

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English [Appendix 1](#), both to read aloud and to understand the meaning of new words that they meet.

**Reading – comprehension**

Pupils should be taught to:

- maintain positive attitudes to reading and understanding of what they read 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

Spelling (see English [Appendix 1](#))

Pupils should be taught to:

- 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, as listed in English [Appendix 1](#)
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

#### Handwriting

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.

#### Writing - composition

Pupils should be taught to:

- 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

Pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 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 English 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 English Appendix 2 accurately and appropriately in discussing their writing and reading

### Progression in Reading – Key Learning

#### Vocabulary domain

#### 1a

*Draw on knowledge of vocabulary to understand texts*

#### 2a

*Give / explain the meaning of words in context*



Y6	<ul style="list-style-type: none"> <li>● Explain the meaning of new vocabulary within the context of the text.</li> </ul>
Y5	<ul style="list-style-type: none"> <li>● Explain the meaning of words within the context of the text.</li> </ul>
Y4	<ul style="list-style-type: none"> <li>● Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. metaphors, similes.</li> <li>● Explain the meaning of key vocabulary within the context of the text.</li> <li>● Use dictionaries to check meanings of words in the texts that they read.</li> </ul>
Y3	<ul style="list-style-type: none"> <li>● Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination.</li> <li>● Explain the meaning of unfamiliar words by using the context.</li> <li>● Use dictionaries to check meanings of words they have read.</li> </ul>
Y2	<ul style="list-style-type: none"> <li>● Identify, discuss and collect favourite words and phrases.</li> <li>● Introduce and discuss words within the context of a text, linking new meanings to known vocabulary.</li> <li>● Use morphology to work out the meaning of unfamiliar words e.g. terror, terrorised.</li> <li>● Check that texts make sense while reading and self-correct.</li> </ul>
Y1	<ul style="list-style-type: none"> <li>● Introduce and discuss key vocabulary, linking meanings of new words to those already known.</li> <li>● Check that texts make sense while reading and self-correct.</li> </ul>
YR	<ul style="list-style-type: none"> <li>● They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.</li> </ul>

Information retrieval domain	
1b Identify and explain key aspects of fiction and non-fiction texts such as characters, events, titles and explanations	2b Retrieve and record information / identify key details from fiction and non-fiction
Y6	<ul style="list-style-type: none"> <li>● Demonstrate active reading strategies eg. <i>challenging peers with questions, justifying opinions, responding to different viewpoints within a group</i></li> <li>● Use a reading journal to record on-going reflections and responses to personal reading.</li> <li>● Explore texts in groups and deepen comprehension through discussion.</li> <li>● Provide reasoned justifications for their views.</li> <li>● Justify opinions and elaborate by referring to the text eg. using the PEE prompt (Point+Evidence+Explanation) or APE prompt (Answer it, Prove it, Explain it)</li> <li>● Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text.</li> <li>● Make comparisons within and across texts e.g. similar events in different books such as being an evacuee in <i>Carrie's War</i> and <i>Goodnight Mr Tom</i>.</li> <li>● Compare characters within and across texts.</li> <li>● Compare texts written in different periods.</li> <li>● Distinguish between statements of fact or opinion across a range of texts e.g. first-hand account of an event compared with a reported example such as Samuel Pepys' diary and a history textbook.</li> </ul>



	<ul style="list-style-type: none"><li>• Skim for gist.</li><li>• Scan for key information e.g. identify words and phrases which tell you the character is frustrated, or find words/phrases which suggest that a theme park is exciting.</li><li>• Use a combination of skimming, scanning and close reading across a text to locate specific detail.</li><li>• Retrieve, record, make notes and present information from non-fiction, including texts used in other subjects.</li><li>• Analyse the conventions of different types of writing e.g. use of dialogue to indicate geographical and/or historical settings for a story.</li><li>• Identify how language, structure and presentation contribute to meaning e.g. persuasive leaflet, balanced argument.</li><li>• Explain and discuss their understanding of what they have read, including through formal presentations and debates.</li><li>• Prepare formal presentations individually or in groups.</li><li>• Use notes to support presentation of information.</li><li>• Respond to questions generated by a presentation.</li><li>• Participate in debates on issues related to reading (fiction/non-fiction).</li></ul>
Y5	<ul style="list-style-type: none"><li>• Check that the book makes sense to them and demonstrate understanding e.g. through discussion, use of reading journals.</li><li>• Demonstrate active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal.</li><li>• Through close reading of the text, re-read and read ahead to locate clues to support understanding.</li><li>• Scan for key words and text mark to locate key information.</li><li>• Identify how language, structure and presentation contribute to meaning eg. formal letter, informed diary, persuasive speech</li><li>• Justify opinions and elaborate by referring to the text eg. using the PEE prompt (Point+Evidence+Explanation) or APE prompt (Answer it, Prove it, Explain it)</li><li>• Explain and discuss their understanding of what they have read, including through formal presentations and debates.</li><li>• Prepare formal presentations individually or in groups.</li><li>• Use notes to support presentation of information.</li><li>• Respond to questions generated by a presentation.</li><li>• Participate in debates on an issue related to reading (fiction or non-fiction).</li></ul>
Y4	<ul style="list-style-type: none"><li>• Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images.</li><li>• Justify responses to text using the PE prompt (Point and Evidence)</li><li>• Prepare for research by identifying what is already known about the subject and key questions to structure the task.</li><li>• Navigate texts, e.g. using contents and index pages, in order to locate and retrieve information in print and on screen.</li><li>• Record information from a range of non-fiction texts.</li><li>• Scan for dates, numbers and names.</li><li>• Analyse and evaluate how specific information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams.</li></ul>
Y3	<ul style="list-style-type: none"><li>• Discuss their understanding of the text.</li></ul>





	<ul style="list-style-type: none"><li>• Raise questions during the reading process to deepen understanding e.g. I wonder why the character.</li><li>• Justify responses to the text using the PE prompt (point and evidence) or AP prompt (Answer it, Prove it).</li><li>• Analyse and evaluate texts looking at language, structure and presentation e.g. <i>persuasive letter, diary and calligram etc.</i></li><li>• Prepare for research by identifying what is already known about the subject and key questions to structure the task.</li><li>• Evaluate how specific information is organised within a non-fiction text e.g. text boxes, contents, bullet points, glossary, diagrams.</li><li>• Quickly appraise a text to evaluate usefulness.</li><li>• Navigate texts in print and on screen.</li><li>• Record information from a range of non-fiction texts.</li></ul>
Y2	<ul style="list-style-type: none"><li>• Read a range of non-fiction texts which are structured in different ways, including information, explanations, instructions, recounts</li><li>• Demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions.</li><li>• Explain and discuss their understanding, giving opinions and supporting with reasons e.g. Hansel was clever when he put stones in his pocket because...</li><li>• Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.</li><li>• Identify how specific information is organised within a non-fiction text e.g. sub-headings, contents, bullet points, glossary, diagrams.</li><li>• Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts.</li><li>• Activate prior knowledge and raise questions e.g. <i>What do we think we know? What do we want to know? What have we learnt?</i></li></ul>
Y1	<ul style="list-style-type: none"><li>• Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text</li><li>• Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how.</li><li>• Identify and discuss the main events in stories.</li><li>• Identify and discuss the main characters in stories.</li><li>• Recall specific information in fiction and non-fiction texts.</li><li>• Locate parts of text that give particular information, e.g. titles, contents page and labelled diagram.</li><li>• Discuss the title and how it relates to the events in the whole story e.g. <i>Peace at Last</i> by Jill Murphy.</li><li>• Explain clearly their understanding of what is read to them.</li><li>• Activate prior knowledge e.g. <i>what do you know about mini-beasts?</i></li><li>• Give opinions and support with reasons e.g. <i>I like the Little Red Hen because...</i></li></ul>
YR	<ul style="list-style-type: none"><li>• Respond with relevant, comments, questions or actions</li><li>• Answer questions in response to who, what, where, when about experiences, stories and events</li><li>• Answer questions in response to why and how about experiences, stories and events</li></ul> <p>Phase 2 Phonics</p> <ul style="list-style-type: none"><li>• Talk about events, setting and characters</li></ul> <p>Phase 2/3</p> <ul style="list-style-type: none"><li>• Respond to questions about who, what, where, when linked to text and illustrations</li><li>• Respond to questions about how and why something is happening</li></ul>



## Sequence and Summarise domain

		<u>1c</u> <i>Identify and explain the sequence of events in texts</i>	<u>2c</u> <i>Summarise main ideas from more than one paragraph</i>
Y6	As below		
Y5		Summarise main ideas drawn from more than one paragraph and identify key details which support this.	
Y4		<ul style="list-style-type: none"> <li>Identify main ideas drawn from more than one paragraph and summarise these e.g. character is evil because...1/2/3 reasons, Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text.</li> <li>Explain how paragraphs are used to order or build up ideas, and how they are linked.</li> </ul>	
Y3		<ul style="list-style-type: none"> <li>Discuss the purpose of paragraphs.</li> <li>Identify a key idea in a paragraph.</li> </ul>	
Y2		<ul style="list-style-type: none"> <li>Orally retell a wider range of stories, fairy tales and traditional tales.</li> <li>Sequence and discuss the main events in stories and recounts.</li> </ul>	
Y1		<ul style="list-style-type: none"> <li>Use patterns and repetition to support oral retelling, e.g. fairy stories, traditional tales and stories by well-known authors.</li> <li>Orally retell familiar stories in a range of contexts e.g. small world, role play, storytelling.</li> <li>Enjoy and recite rhymes and poems by heart</li> <li>Identify and discuss the main events in stories.</li> </ul>	
YR		<ul style="list-style-type: none"> <li>Use talk to organise and sequence ideas, feelings and events</li> <li></li> <li>Phase 2 Phonics</li> <li>Retell narratives in the correct sequence, drawing on language patterns of stories</li> <li>Phase 2/3 Phonics</li> <li>Sequence a simple story or event</li> <li>Use gestures and actions to act out a story, event or rhyme from text or illustrations</li> </ul>	

## Inference domain

		<u>1d</u> <i>Make inferences from the text</i>	<u>2d</u> <i>Make inferences from the text / explain and justify inferences with evidence from the text</i>
Y6		<ul style="list-style-type: none"> <li>Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. Point + Evidence + Explanation.</li> <li>Provide reasoned justifications for their views.</li> </ul>	



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	<ul style="list-style-type: none"> <li>Justify opinions and elaborate by referring to the text e.g. using the PEE prompt – Point + Evidence + Explanation or APE prompt (Answer it, Prove it, Explain it)</li> <li>Recognise themes within and across texts e.g. hope, peace, fortune, survival.</li> </ul>
Y5	<ul style="list-style-type: none"> <li>Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence.</li> <li>Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt - Point + Evidence + Explanation. or APE prompt (Answer it, Prove it, Explain it)</li> </ul>
Y4	<ul style="list-style-type: none"> <li>Justify responses to the text using the PE prompt (Point + Evidence). or AP prompt (Answer it, Prove it)</li> <li>Identify, analyse and discuss themes e.g. safe and dangerous, just and unjust, origins of the earth, its people and animals.</li> <li>Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.</li> </ul>
Y3	<ul style="list-style-type: none"> <li>Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text.</li> <li>Justify responses to the text using the PE prompt (Point + Evidence). or AP prompt (Answer it, Prove it)</li> </ul>
Y2	<ul style="list-style-type: none"> <li>Explain and discuss their understanding, giving opinions and supporting with reasons e.g. Hansel was clever when he put stones in his pocket because...</li> <li>Make inferences about characters and events using evidence from the text e.g. what is the character thinking, saying and feeling?</li> </ul>
Y1	<ul style="list-style-type: none"> <li>Make basic inferences about what is being said and done.</li> </ul>
YR	<ul style="list-style-type: none"> <li>Talk about the themes of simple texts, e.g. good over evil</li> </ul>

Prediction domain	
<u>1e</u> <i>Predict what might happen on the basis of what has happened so far.</i>	<u>2e</u> <i>Predict what might happen from details stated and implied</i>
Y6	<ul style="list-style-type: none"> <li>Predict what might happen from information stated and implied.</li> </ul>
Y5	<ul style="list-style-type: none"> <li>Predict what might happen from information stated and implied.</li> </ul>
Y4	<ul style="list-style-type: none"> <li>Make predictions based on information stated and implied.</li> </ul>
Y3	<ul style="list-style-type: none"> <li>Make predictions based on details stated.</li> </ul>
Y2	<ul style="list-style-type: none"> <li>Make predictions based on what has been read so far.</li> </ul>
Y1	<ul style="list-style-type: none"> <li>Make predictions based on what has been read so far</li> </ul>
YR	<ul style="list-style-type: none"> <li>Make predictions based on illustrations, story content and title</li> </ul>

Meaning of whole text domain
<u>2f</u> <i>Identify / explain how information / narrative content is related and contributes to meaning as a whole</i>



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Y6	<ul style="list-style-type: none"> <li>Analyse the conventions of different types of writing e.g. use of dialogue to indicate geographical and/or historical settings for a story.</li> </ul> <p>Identify how language, structure and presentation contribute to meaning e.g. persuasive leaflet, balanced argument.</p>
Y5	<ul style="list-style-type: none"> <li>Analyse the conventions of different types of writing e.g. use of first person in autobiographies and diaries.</li> </ul> <p>Identify how language, structure and presentation contribute to meaning e.g. formal letter, informal diary, persuasive speech.</p>
Y4	<ul style="list-style-type: none"> <li>Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning.</li> </ul>
Y3	<ul style="list-style-type: none"> <li>Analyse and evaluate texts looking at language, structure and presentation e.g. persuasive letter, diary and calligram etc.</li> </ul>

### Meaning enhanced through choice of words domain

#### 2f

#### ***Identify / explain how information / narrative content is related and contributes to meaning as a whole***

Y6	<ul style="list-style-type: none"> <li>Analyse the conventions of different types of writing e.g. use of dialogue to indicate geographical and/or historical settings for a story.</li> <li>Identify how language, structure and presentation contribute to meaning e.g. persuasive leaflet, balanced argument.</li> <li>Explore, recognise and use the terms personification, analogy, style and effect.</li> </ul> <p>Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques.</p>
Y5	<ul style="list-style-type: none"> <li>Analyse the conventions of different types of writing e.g. use of first person in autobiographies and diaries.</li> <li>Identify how language, structure and presentation contribute to meaning e.g. formal letter, informal diary, persuasive speech.</li> <li>Explore, recognise and use the terms metaphor, simile, imagery.</li> <li>Explain the effect on the reader of the authors' choice of language.</li> </ul> <p>Distinguish between statements of fact or opinion within a text.</p>
Y4	<ul style="list-style-type: none"> <li>Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning.</li> </ul>
Y3	<ul style="list-style-type: none"> <li>Analyse and evaluate texts looking at language, structure and presentation e.g. persuasive letter, diary and calligram etc.</li> </ul>

### Progression in Spoken Language – Key Learning

#### Reception

Listening and Attention	Understanding	Speaking	Vocabulary	Participating, Presenting and Performing
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<ul style="list-style-type: none"> <li>▪ Show awareness of how to listen carefully and why listening is important.</li> <li>▪ Listen with enjoyment to fiction and non-fiction texts, songs, rhymes and poems.</li> <li>▪ Maintain attention when listening to an adult in a range of situations, e.g. <i>listening to a story, small group discussions.</i></li> </ul> <p>Maintain attention when listening to peers in a range of situations, e.g. <i>paired talk, guided sessions, circle time games.</i></p>	<ul style="list-style-type: none"> <li>▪ Understand and follow a simple set of instructions.</li> <li>▪ Understand simple requests, e.g. <i>Pass me the scissors please.</i></li> </ul> <p>Understand and respond to questions in different contexts, in response to stories, non-fiction, predictable interests, events and themes.</p>	<ul style="list-style-type: none"> <li>▪ Speak clearly in full sentences.</li> <li>▪ Begin to speak in complete sentences using past, present and future tense when talking about themselves, activities, ideas and events.</li> <li>▪ Take turns in conversations taking into account the listener.</li> <li>▪ Use the joining words <i>and/because</i> during talk to extend ideas.</li> <li>▪ Use talk to clarify thinking and express their ideas and feelings.</li> <li>▪ Orally describe events in some detail to peers or adults</li> <li>▪ Orally recall events and narratives in the correct sequence, using their own words and pictures to support.</li> <li>▪ Ask questions to find out more and check understanding of what has been said to them.</li> <li>▪ Use talk to help solve problems and organise thinking and activities, e.g. <i>explaining how things work and why things might happen.</i></li> <li>▪ Use the language of stories, rhymes and non-fiction to imagine and recreate ideas within different contexts.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Learn and understand selected new vocabulary.</li> <li>▪ Use recently introduced vocabulary orally in discussions.</li> <li>▪ Talk about and discuss familiar events or characters in stories, non-fiction, rhymes and poems using newly taught vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Orally retell as a whole class and in small groups, simple stories and rhymes using strategies such as pictures, actions, small world figures and props.</li> <li>▪ Orally retell as a whole class and in small groups, a modified version of a known story or rhyme using pictures, actions, small world figures and props.</li> <li>▪ Take part in imaginative role play, linked to a familiar context, in role play areas, and using small world figures and props.</li> </ul> <p>Perform rhymes and songs to an audience.</p>
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Year 1				
Listening and Attention	Understanding	Speaking	Vocabulary	Participating,



				Presenting and Performing
<p>As above and:</p> <ul style="list-style-type: none"> <li>Listen and maintain attention to an adult in a range of situations, e.g. <i>when listening to a story, following simple instructions, viewing a film clip etc.</i></li> </ul> <p>Listen and maintain attention to peers in a range of situations, e.g. <i>in talk partners, whilst undertaking role play, in small group discussions and activities.</i></p>	<p>As above and:</p> <ul style="list-style-type: none"> <li>Respond appropriately to adults after listening attentively.</li> <li>Respond appropriately to peers after listening attentively.</li> <li>Respond appropriately to questions posed by an adult, orally, related to <i>who, what, where, when, why</i> and <i>how</i>, e.g. <i>Where does the character live in the story?</i></li> <li>Ask questions to clarify thinking using <i>who, what, where, when, why</i> and <i>how</i>.</li> <li>Take turns when speaking with adults and peers, working within pairs, small groups, large groups, and as a whole class.</li> <li>Provide simple oral explanations, e.g. <i>explaining a simple process using the joining word because.</i></li> </ul> <p>Speak audibly when communicating with others in pairs and small groups.</p>	<p>As above and:</p> <ul style="list-style-type: none"> <li>Speak in complete sentences linked to the context.</li> <li>Use past, present and future tense, orally, e.g. <i>past tense when recounting an event, present tense when working in role, and future tense when making a prediction.</i></li> </ul> <p>Use joining words during talk to extend ideas, e.g. <i>and, but, or, because, so.</i></p>	<p>As above and:</p> <ul style="list-style-type: none"> <li>Introduce and explore new vocabulary orally, e.g. <i>linked to real life contexts, stories, non-fiction, poetry and across the curriculum.</i></li> <li>Describe settings orally using vocabulary provided.</li> <li>Describe characters orally using vocabulary provided.</li> </ul> <p>Describe feelings orally using vocabulary provided, e.g. <i>Peter Rabbit felt disappointed because he wasn't allowed to play out with his friends.</i></p>	<p>As above and:</p> <ul style="list-style-type: none"> <li>Orally retell sections of stories or an abridged version of a story, using a range of strategies, e.g. <i>small world figures, props, images, actions and story maps.</i></li> <li>Orally retell simple non-fiction texts (instructions, recounts or information), using a range of strategies, e.g. <i>small world figures, props, images, actions and text maps.</i></li> <li>Participate in role in English and across the curriculum, e.g. <i>take on the role of a character and speak in role using strategies such as hot seating, magic mirror, magic microphone.</i></li> <li>Take part in imaginative role play, e.g. <i>linked to familiar contexts in role play areas, by using small world props and figures, or miming events.</i></li> <li>Recite rhymes and poems by heart and perform to an audience, e.g. <i>different groups or another class.</i></li> <li>Present simple information to an audience.</li> </ul> <p>Read and perform stories using a voice with an appropriate volume, e.g. <i>a child's own story.</i></p>



Year 2				
Listening and Attention	Understanding	Speaking	Vocabulary	Participating, Presenting and Performing
<p>As above and:</p> <ul style="list-style-type: none"> <li>Listen and sustain concentration in a range of situations, e.g. <i>when listening to a story, following simple instructions, viewing a film clip etc.</i></li> </ul> <p>Sustain concentration and listen to peers in a range of situations, e.g. <i>in talk partners, whilst undertaking role play, in small group discussions and activities.</i></p>	<p>As above and:</p> <ul style="list-style-type: none"> <li>Respond appropriately to adults after listening with sustained concentration.</li> <li>Respond appropriately to peers after listening with sustained concentration.</li> <li>Respond appropriately to questions posed by an adult and peers, orally, related to <i>who, what, where, when, why</i> and <i>how</i>, and explain their thinking, e.g. <i>Why did the character behave that way?</i></li> <li>Ask a range of appropriate questions to clarify thinking related to <i>who, what, where, when, why</i> and <i>how</i>, and explain their thinking,</li> <li>Take turns when speaking with adults and peers, working with pairs, small groups, large groups, as a whole class, and respond appropriately to contributions from others.</li> <li>Provide oral explanations, e.g. <i>explaining a simple process using the joining words because, when, if, so.</i></li> </ul>	<p>As above and:</p> <ul style="list-style-type: none"> <li>Speak in complete sentences in a range of different contexts.</li> <li>Use <i>past tense, present tense and future tense mostly accurately</i>, e.g. <i>past tense when retelling a narrative or recounting real events, present tense when providing instructions or persuading an audience, and future tense when making a prediction in science.</i> <ul style="list-style-type: none"> <li>Use joining words during talk to extend ideas, e.g. <i>and, but, or because, that, when, before, after, if, so, as.</i></li> </ul> </li> </ul>	<p>As above and:</p> <ul style="list-style-type: none"> <li>Identify, discuss, collect and explore new vocabulary orally, e.g. <i>in stories, nonfiction, poetry and across the curriculum.</i></li> <li>Describe settings orally using vocabulary provided, and modelled by an adult and selected from a text.</li> <li>Describe characters orally using vocabulary provided, and modelled by an adult and selected from a text.</li> <li>Describe feelings orally using vocabulary provided, and modelled by an adult, and selected from a text, e.g. <i>Hansel was feeling ravenous because he hadn't had any breakfast.</i></li> </ul>	<p>As above and:</p> <ul style="list-style-type: none"> <li>Orally retell a range of stories using various strategies, e.g. <i>props, images, actions and story maps.</i></li> <li>Orally retell non-fiction texts, or sections of non-fiction texts (instructions, non-chronological reports, persuasion, recounts, explanations), using a range of strategies, e.g. <i>props, images, actions and text maps.</i></li> <li>Participate in a range of drama approaches in English and across the curriculum, e.g. <i>talk like an expert using known and new vocabulary, magic mirror using vocabulary from the focus text, freeze framing linked to thoughts and feelings, mantle of the expert or role playing a sequence of events.</i></li> </ul> <p>Take part in imaginative roleplay, e.g. <i>by innovating a familiar story or exploring contexts across the curriculum such as taking on the role of an explorer in history.</i></p> <ul style="list-style-type: none"> <li>Learn and recite a range of poems by heart and perform to an audience, e.g. <i>different groups, another class, whole school.</i></li> </ul>



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	<p>Speak audibly when communicating with others in pairs, groups and whole class.</p>			<ul style="list-style-type: none"> <li>Prepare stories to perform using an appropriate volume and begin to show variations in the voice to engage an audience.</li> <li>Begin to use non-verbal gestures whilst presenting and performing to gain the audience's interest, e.g. <i>using hands, face or other parts of the body.</i></li> </ul>
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Year 3 and 4				
Listening and Attention	Understanding	Speaking	Vocabulary	Participating, Presenting and Performing
<p>As above and:</p> <ul style="list-style-type: none"> <li>Listen and retain key points from a range of situations, e.g. <i>information relayed via a visit or visitor, key events in a narrative plot, key details of a film clip through close listening or viewing.</i></li> <li>Listen to peers and retain key points in a range of situations, e.g. <i>following reading and discussing with a talk partner or small group, when collaborating in science investigations, following instructions in cross-curricular contexts etc.</i></li> <li>Listen and identify how intonation and expression affects meaning, e.g. <i>when listening to others</i></li> </ul>	<p>As above and:</p> <ul style="list-style-type: none"> <li>Respond appropriately to adults in relation to key points, justifying arguments and opinions after listening with sustained concentration.</li> <li>Respond appropriately to peers in relation to key points, justifying arguments and opinions after listening with sustained concentration.</li> <li>Respond to questions posed by an adult or peer, orally, related to <i>who, what, where, when, why</i> and <i>how</i>, and ask further relevant questions to extend understanding and knowledge.</li> <li>Ask a range of appropriate questions to clarify thinking to</li> </ul>	<p>As above and:</p> <p>Use Standard English verb inflections when speaking, e.g.</p> <ul style="list-style-type: none"> <li><i>I was</i></li> <li><i>we were</i></li> <li><i>they are</i></li> </ul> <p>Use conjunctions <i>and, but, because, when, before, after, if, so, as, while, since, although</i> during talk to extend ideas in narrative and non-fiction, using speaking frames to support, e.g.</p> <ul style="list-style-type: none"> <li><i>When the Romans arrived in Britain, they...</i></li> <li><i>Since 43AD, ...</i></li> <li><i>If the character...</i></li> </ul> <p>Use a range of sentence starter prompts in narrative and nonfiction,</p>	<p>As above and:</p> <ul style="list-style-type: none"> <li>Identify, discuss, collect and explain new vocabulary, orally, in stories, non-fiction, poetry, and across the curriculum.</li> <li>Describe settings orally, using precise vocabulary (verbs, nouns and adjectives) selected from a text and/or generated via discussion.</li> <li>Describe characters orally, using precise vocabulary (verbs, nouns and adjectives) selected from a text and/or generated via discussion.</li> </ul> <p>Describe feelings orally, using precise vocabulary provided by an adult and/or generated via discussion, e.g. <i>use a thesaurus to explore appropriate synonyms from which to select</i></p>	<p>As above and:</p> <ul style="list-style-type: none"> <li>Orally retell less familiar stories, or identified sections of stories using a range of strategies, e.g. <i>props, images, actions and story maps.</i></li> <li>Orally retell non-fiction texts, or sections of non-fiction texts (reports, explanations, persuasion, discussion, information), using a range of strategies, e.g. <i>props, images, actions and text maps.</i></li> <li>Participate in a range of drama approaches in English and across the curriculum, e.g. <i>talk like an expert, mantle of the expert and documentary reporting to support non-fiction; magic mirror, thought tracking, garden fence gossip and improvisation to support inference.</i></li> </ul>





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<p><i>perform a playscript, persuasive advert or poem.</i></p> <ul style="list-style-type: none"> <li>Listen and consider viewpoints from adults and peers, e.g. <i>different opinions linked to issues related to reading narrative and non-fiction, when discussing environmental issues in science, or using historical evidence to identify a point of view.</i></li> </ul>	<p>extend understanding and knowledge.</p> <ul style="list-style-type: none"> <li>Take turns when making contributions and responding to others, in a variety of group situations, e.g. <i>discussions and debates.</i></li> <li>Provide oral explanations, extending with additional details, e.g. <i>hypothesising in science, providing evidence from a text in relation to character actions, explaining a process such as the water cycle etc.</i></li> </ul> <p>Speak audibly and fluently when communicating with others in pairs, groups and whole class situations.</p>	<p>including prepositional phrases and fronted adverbials for when and where, during talk to extend ideas. Use speaking frames to support, e.g.</p> <ul style="list-style-type: none"> <li>Before long, ...</li> <li>Soon after, ...</li> <li>As the sun was setting over the hills, ...</li> </ul> <p>Across the rooftops, ...</p>	<ul style="list-style-type: none"> <li>Take part in imaginative role play, e.g. <i>by innovating a familiar story or exploring contexts across the curriculum such as taking on the role of a key figure and applying new vocabulary appropriately.</i></li> <li>Prepare poems, narratives and playscripts to perform, using intonation, tone and volume when presenting to an audience, e.g. <i>different groups, another class, whole school.</i></li> </ul> <p>Use non-verbal gestures whilst presenting and performing to gain the audience's interest.</p>
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Year 5 and 6				
Listening and Attention	Understanding	Speaking	Vocabulary	Participating, Presenting and Performing
<p>As above and:</p> <ul style="list-style-type: none"> <li>Listen and evaluate how spoken language varies in different contexts according to purpose and audience, e.g. <i>in a football commentary, a documentary programme, journalistic reporting, chat shows etc.</i></li> <li>Listen and identify how intonation and expression affects meaning, e.g. <i>when listening to others read a text aloud, perform a poem, a</i></li> </ul>	<p>As above and:</p> <ul style="list-style-type: none"> <li>Discuss and analyse how spoken language is used within different contexts according to purpose and audience, e.g. <i>in a football commentary, a documentary programme, journalistic reporting, chat shows etc.</i></li> <li>Articulate and justify answers, arguments and opinions orally, in relation to questions or key points posed by an adult and peers.</li> </ul>	<p>As above and:</p> <ul style="list-style-type: none"> <li>Use correct Standard English when speaking in formal contexts.</li> <li>Select and use appropriate registers for effective communication in a range of contexts, e.g. <i>non-standard and Standard English to develop characterisation for dialogue; in non-fiction contexts such as persuasive</i></li> </ul>	<p>As above and:</p> <ul style="list-style-type: none"> <li>Introduce, explore and evaluate new vocabulary orally, e.g. <i>author's choice of language in texts, technical vocabulary etc.</i></li> <li>Explore settings and characters orally, and select precise vocabulary to create well-structured descriptions.</li> <li>Express feelings orally and select precise vocabulary to articulate an opinion, e.g. <i>linked to PSHE or English.</i></li> </ul>	<p>As above and:</p> <ul style="list-style-type: none"> <li>Prepare oral retellings of identified sections of stories (or innovated/invented versions) in order to perform to an audience.</li> <li>Prepare oral retellings of non-fiction texts/sections of non-fiction texts (or innovated/invented versions) in order to perform to an audience.</li> <li>Participate in role in English and across the curriculum, e.g. <i>paired improvisation or first lines drama,</i></li> </ul>



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<p><i>persuasive speech or formal review etc.</i></p> <ul style="list-style-type: none"> <li>Listen and evaluate viewpoints from adults and peers, e.g. <i>identifying bias when examining facts and opinions, when listening to formal presentations and debates linked to narrative, non-fiction and across the curriculum.</i></li> </ul>	<ul style="list-style-type: none"> <li>Ask a range of appropriate questions to clarify and refine thinking.</li> <li>Participate in discussions and debates building on their own and others' ideas, challenging views courteously.</li> <li>Provide oral explanations with supporting details in relation to questions posed with 'how' and 'why', e.g. <i>How does the camel adapt to its environment? Why did the character behave inappropriately in chapter two?</i></li> </ul> <p>Speak with appropriate volume and fluency maintaining the attention of others.</p>	<p><i>speeches or journalistic reporting.</i></p> <ul style="list-style-type: none"> <li>Use cohesive devices for narrative and non-fiction during talk to organise ideas, using speaking frames to support, e.g. -  <i>First of all, ...</i>  - <i>In addition to...</i>  - <i>On the other hand, ...</i>  <i>Similarly, ...</i></li> </ul>	<p><i>flashback and flash forward techniques, meetings in role, interviews in role linked to narrative and non-fiction, sales pitch, journalistic reporting, reporting events in a chat show etc.</i></p> <ul style="list-style-type: none"> <li>Prepare poems and playscripts to perform, using dramatic effects in order to gain, maintain and heighten the interest of the audience.</li> <li>Use non-verbal gestures whilst presenting and performing to sustain the audience's interest.</li> </ul>
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Reception	Year 1	Year 2	Year 3 and 4	Year 5 and 6
Pre-school – RWI handbook for Phase 1 (Set 1 – summer term) Reception Set 1, 2	Set 2 and 3 (revision of set 1)	Revision of Set 1, 2 and 3. RWI spelling once they've got to J move to spelling  All other years following RWI spelling for their year group, where needed interventions put in place to catch up	Fast Track phonics tutoring	Fresh Start phonics

Fast track phonics – falling behind, speed sounds as and when needed from Reception to Year 4 then move to Fresh start in 5 and 6

Significant people/authors

Wow moments



Grammar focus

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Novel/Quality text

Incidental writes

Cross Curriculum writing opportunity

Purposeful writing/sharing opportunity

National Curriculum