

Kingfisher Curriculum Offer

Curriculum Offer
(SLT)



Progression Map and National Curriculum Aims and Expectations
(Curriculum Lead)



Progression Map and Proposed Timescale with Core Curriculum Aims, Qualification Mapping and Teaching Schedule
(Subject Lead)



Lesson plans and Resources including Displays and Assessment
(Classroom Teacher)

English Progression Map

- Level Expected at the end of:
- Pré Key Stage 2
- Key Stage 2
- Key Stage 3
- Key Stage 4
- Post 16

Pre Key Stage 2 Kingfisher School Curriculum Offer	Key Stage 1 National Curriculum Expectation
<p>Autumn 1 Pupils should be able sound and blend unfamiliar printed words quickly and accurately building on their phonic knowledge and skills. Pupils, who are struggling to decode and spell, need to be taught to do this through a rigorous and systematic phonics programme so that they catch up on lost learning.</p> <p>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</p> <p>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 to their own experiences</p> <p>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</p> <p>Autumn 2 Pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. The understanding that the letter(s) on the page represent the sounds in spoken words.</p> <p>Word reading: Pupils should be taught to: 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</p>	<p>Reading– word reading Year 1 Pupils should be taught to:</p> <ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • read other words of more than one syllable that contain taught GPCs • read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) • read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • re-read these books to build up their fluency and confidence in word reading. <p>Year 2</p> <ul style="list-style-type: none"> • continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • read accurately words of two or more syllables that contain the same graphemes as above • 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. <p>Reading – comprehension Year 1</p> <ul style="list-style-type: none"> • Pupils should be taught to: • develop pleasure in reading, motivation to read, vocabulary and understanding by:

Comprehension: Pupils should be taught to: 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

Writing - Transcription: Pupils should be taught: spell: words containing each of the 40+ phonemes already taught

SPAG: Pupils to be taught: to leave finger spaces between words

Spring 1

Pupils need to develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. This to be supported by practice in reading books consistent with their developing phonic knowledge and skill and their knowledge of common exception words.

Word reading: Pupils should be taught to:

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

Comprehension: Pupils should be taught to: 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

Writing - Transcription: Pupils should be taught: Spell common exception words the days of the week

SPAG: Pupils to be taught to: begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark

Spring 2

Pupils to be supported to read words without overt sounding and blending after a few encounters.

Writing - Transcription: Pupils should be taught: name the letters of the alphabet:

- 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.

Year 2

- 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

naming the letters of the alphabet in order
using letter names to distinguish between alternative spellings of the same sound

SPAG: Pupils to be taught to: use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

Summer 1

Pupils should revise and consolidate the GPCs and the common exception words taught in reception year. As soon as they can read words comprising the year 1 GPCs accurately and speedily, they should move on to the year 2 programme of study for word reading

Word reading: Pupils should be taught to:

read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words

Comprehension: Pupils should be taught to: participate in discussion about what is read to them, taking turns and listening to what others say
explain their understanding of what is read to them

Writing - Transcription: Pupils should be taught: 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]

SPAG: Pupils to be taught to: learn how to use:
sentences with different forms: statement, question, exclamation, command

Summer 2

In writing, pupils should be able to compose individual sentences orally and then write them down. They should be able to spell many of the words covered in year 1 correctly. They should also be able to make phonically plausible attempts to spell words they have not yet learnt. Finally, they should be able to form individual letters correctly, establishing good handwriting habits from the beginning.

- 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

- Pupils should be taught to:

Year 1
spell:

- words containing each of the 40+ phonemes already taught
- common exception words
- the days of the week English – key stages 1 and 2 13 Statutory requirements ☒
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.

Year 2

- 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

Word reading: Pupils should be taught to:
reread books to build up their fluency and confidence in word reading

Comprehension: Pupils to be taught to: building on participating in discussion about what is read to them, taking turns and listening to what others say and explain their understanding of what is read to them.

Writing - Transcription: Pupils should be taught: 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

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 their writing aloud, clearly enough to be heard by their peers and the teacher

SPAG: Pupils to be taught to: use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

Handwriting

Year 1

- 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 and 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.

Year 2

- 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 – compositions

Year 1

- 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.

Year 2

- 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:

	<ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils • re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] • read aloud what they have written with appropriate intonation to make the meaning clear. <p>Writing – vocabulary, grammar and punctuation</p> <p>Year 1</p> <ul style="list-style-type: none"> • develop their understanding of the concepts set out in English Appendix 2 by: l • 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 f <p>Year 2</p> <ul style="list-style-type: none"> • 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.
--	--

Key Stage 2 Kingfisher School Curriculum Offer	Key Stage 2 National Curriculum Expectations
Years 3-5	Reading – word reading

Autumn 1

In writing pupils should be able to compose individual sentence orally and then write them down. They should be able to spell many of the words covered this term.

SPAG: Formation of nouns using suffixes such as 'ness' and 'er', compounding words (example: whiteboard, superman), correctly using full stops and capital letters

Spellings: door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb

Composition:

- Form lower-case letters to the correct size relative to one another
- Writing narratives about personal experiences and those of others (real and fictional)
- Writing about real events

Extension tasks for HA

SPAG: use prefixes and suffixes and understand how to add them

Spellings: accident(ally), address, answer, appear, arrive, believe, bicycle, breath, build, busy, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe

Composition:

- Plan their writing by discussing and recording ideas

Autumn 2

Pupils should be able to make phonically plausible attempts to spell words they have not yet learnt. Finally, they should be able to form individual letters.

SPAG: using exclamation marks, question marks and commas for a list, formation of adjectives using suffixes such as 'ful' and 'less', subordination (using when, if, that, because), co-ordination (using or, and, but)

Spellings: most, only, both, old, cold, gold, told, hold, every, everybody, Christmas

LKS2

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

LSK2

- 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

Composition:

- Composing and rehearsing sentences orally
- Writing about real events
- Writing poetry

Extensions tasks for HA

SPAG: homophones for year3/4 list

Spelling: different, difficult, disappear, early, earth, eight, enough, exercise, experience, experiment, extreme, famous, favourite, February, forwards, fruit, grammar, group

Composition: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.

Spring 1

In writing pupils should be able to compose individual sentence orally and then write them down. They should be able to structure paragraphs and start to use inverted commas. They should be able to spell many of the words covered this term.

SPAG: possessive apostrophe, inverted commas, preposition, conjunctions, prefixes and suffixes, compound words and homophones

Spelling: even, great, break, steak, pretty, beautiful, after, last, fast, past, father, class, grass,

Composition:

- Write capital letters and digits of the correct sizes, orientation and relationship to one another and to lower-case letters.

Write sentences by:

- Writing for different purposes
- Planning or saying out loud what they are going to write about
- Writing down ideas

Writing – transcription

LKS2

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

LKS2

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

LKS2

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

Extension task for HA

SPAG: Introduction to inverted commas to punctuate direct speech

Spelling: guard, guide, heard, heart, height, history, image, increase, important, islands, knowledge, learn, length, library, material, medicine, mention, minute, natural

Composition:

- Organise paragraphs around a theme
- Introduction to paragraphs as a way to group related material
- Heading and sub-headings to aid presentation

Spring 2

Pupils should be able to form individual letters so they are legible. They should be able to write for different purposes and evaluate their writing with a teacher or other pupil.

SPAG: use present and past tense, use of capital letters, full stops, question marks and exclamation marks to demarcate sentences, use commas to separate items in a list

Spellings: pass, plant, path, bath, hour, move, sure, sugar, eye, could, should, would

Composition:

- Encapsulating what they want to say, sentence by sentence in different forms of writing
- Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils

Extension for HA

SPAG: The grammatical difference between plural and possessive 's'

Spellings: naughty, notice, occasion(ally) often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess(ion) possible, potatoes, pressure

- 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

Composition:

- In narratives, creating settings, characters and plot
- Use of paragraphs to organise ideas around a theme
- Appropriate choice of pronouns or nouns with and across sentences to aid cohesion and avoid repetition

Summer 1

Pupils should be able to structure paragraphs and start to use inverted commas. They should be able to write for different purposes, reread their own work and check that it makes sense. They should be able to spell many of the words covered this term.

SPAG: contractions in contractions, the apostrophe shows where a letter or letters would be if the words were written in full.

Spelling: would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas

Composition:

- Pupils should revise and practise correct letter formation
- Writing for different purposes
- Reread writing of different forms and check it makes sense
- Use verbs to indicate time correctly

Extension task for HA

SPAG: Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition

Spelling: probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special

Composition:

- Increase the legibility, consistency and quality of the handwriting
- In non-narrative material, using simple organisational devices
- Assessing the effectiveness of their own and others writing and suggesting improvements

Summer 2

Pupils should be able to write for different purposes and evaluate their writing with a teacher or other pupil. They should be able to edit their own work. They should also be able to read their writing aloud to the teacher or other pupils.

<p>SPAG: Homophones and near homophones, begin to understand the difference in meaning between homophones.</p> <p>Spellings: Recap all spelling learnt this year</p> <p>Composition:</p> <ul style="list-style-type: none"> • Discuss what they have written with the teacher or other pupils • Read their writing aloud to the teacher or other pupils • Edit their own writing <p style="text-align: center;"><u>Extension task for HA</u></p> <p>SPAG: use inverted commas and other punctuation to indicate direct speech, Apostrophes to mark plural possession</p> <p>Spelling: straight, strange, strength, suppose, surprise, therefore, though/although, thought, various, weight, woman/women</p> <p>Composition:</p> <ul style="list-style-type: none"> • Proof-read for spellings and punctuation • Read aloud their own writing to a group • Edit own work 	
--	--

Key Stage 2/3 Kingfisher School Curriculum Offer	Key Stage 2 National Curriculum Expectations
<p style="text-align: center;">Years 5-7</p> <p>Autumn 1 Pupils should be able to write down their ideas quickly. Their grammar and punctuation should be broadly accurate. Pupils' spelling of most words taught so far should be accurate and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English</p> <p>SPAG: use further prefixes and suffixes and understand the guidance for adding them and spell some words with 'silent' letters [for example, knight, psalm, solemn]</p>	

Spellings: accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category

Composition:

plan their writing by:

identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

noting and developing initial ideas, drawing on reading and research where necessary, in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Autumn 2

Pupils should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read

SPAG: 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

Spellings: embarrass environment equip (–ped, –ment) especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance

Composition: 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

precising 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]

Spring 1

Pupils should be able to write down their ideas quickly. Their grammar and punctuation should be broadly accurate. Pupils' spelling of most words taught so far should be accurate and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English.

SPAG: use dictionaries to check the spelling and meaning of words
use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary 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

Spellings: cemetery committee communicate community competition conscience*
conscious* controversy convenience correspond criticise (critic + ise) curiosity definite
desperate determined develop dictionary disastrous

Composition: 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

Spring 2

Pupils should be taught to recognise themes in what they read, such as loss or heroism. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than 1 text.

SPAG: 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](#)

Spellings: identity immediate(ly) individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament

Composition:
proofread for spelling and punctuation errors
perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear, evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

Summer 1

<p>Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and rereading to check that the meaning is clear.</p> <p>SPAG: 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</p> <p>Spellings: persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice</p> <p>Reading comprehension: Pupils should be taught to: maintain positive attitudes to reading and an 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</p> <p>Summer 2 Pupils should be shown how to compare characters, settings, themes and other aspects of what they read. Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version</p>	
--	--



Key Stage 3 Aims National Curriculum Expectations	Key Stage 3 Content National Curriculum Expectations
The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping	Reading: Pupils should be taught to:

pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

The national curriculum for English aims to ensure that all pupils:

SPAG: using semicolons, 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

Spellings: secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht

Composition: 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

Reading Comprehension: 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

- 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

- develop an appreciation and love of reading and read increasingly challenging material independently through reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors.

The range will include high-quality works from:

- English literature, both pre-1914 and contemporary, including prose, poetry and drama
- Shakespeare (two plays)
- seminal world literature
- choosing and reading books independently for challenge, interest and enjoyment.
- re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons.
- understand increasingly challenging texts through:
 - learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries
 - making inferences and referring to evidence in the text
 - knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension
 - checking their understanding to make sure that what they have read makes sense.
- read critically through:
 - knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning
 - recognising a range of poetic conventions and understanding how these have been used
 - studying setting, plot, and characterisation, and the effects of these
 - understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play
 - making critical comparisons across texts
 - studying a range of authors, including at least two authors in depth each year.

- 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

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

Writing Pupils should be taught to:

- write accurately, fluently, effectively and at length for pleasure and information through:
 - writing for a wide range of purposes and audiences, including:
 - well-structured formal expository and narrative essays · stories, scripts, poetry and other imaginative writing · notes and polished scripts for talks and presentations · a range of other narrative and non-narrative texts, including arguments, and personal and formal letters
 - summarising and organising material, and supporting ideas and arguments with any necessary factual detail
 - applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form
 - drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing
- plan, draft, edit and proof-read through:
 - considering how their writing reflects the audiences and purposes for which it was intended
 - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness
 - paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English.

Spoken English Pupils should be taught to:

- speak confidently and effectively, including through:
 - using Standard English confidently in a range of formal and informal contexts, including classroom discussion
 - giving short speeches and presentations, expressing their own ideas and keeping to the point

- participating in formal debates and structured discussions, summarising and/or building on what has been said
- improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact

Key Stage 4/5 Aims National Curriculum Expectations

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims 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

Key Stage 4/5 Content National Curriculum Expectations

Reading: Pupils should be taught to:

- read and appreciate the depth and power of the English literary heritage through:
 - reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. This writing should include whole texts. The range will include:
 - at least one play by Shakespeare
 - works from the 19th, 20th and 21st centuries
 - poetry since 1789, including representative Romantic poetry
 - re-reading literature and other writing as a basis for making comparisons choosing and reading books independently for challenge, interest and enjoyment.
- understand and critically evaluate texts through:
 - reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes

- 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.

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

- drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation
 - identifying and interpreting themes, ideas and information
 - exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects
 - seeking evidence in the text to support a point of view, including justifying inferences with evidence
 - distinguishing between statements that are supported by evidence and those that are not, and identifying bias and misuse of evidence
 - analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact
 - making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading
- make an informed personal response, recognising that other responses to a text are possible and evaluating these.

Writing Pupils should be taught to:

- write accurately, fluently, effectively and at length for pleasure and information through:
 - adapting their writing for a wide range of purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue
 - selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis
 - selecting, and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate
- make notes, draft and write, including using information provided by others [e.g. writing a letter from key points provided; drawing on and using information from a presentation]

- revise, edit and proof-read through:
- reflecting on whether their draft achieves the intended impact
- restructuring their writing, and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness
- paying attention to the accuracy and effectiveness of grammar, punctuation and spelling

Spoken English Pupils should be taught to:

- speak confidently, audibly and effectively, including through:
 - using Standard English when the context and audience require it
 - working effectively in groups of different sizes and taking on required roles, including leading and managing discussions, involving others productively, reviewing and summarising, and contributing to meeting goals/deadlines
 - listening to and building on the contributions of others, asking questions to clarify and inform, and challenging courteously when necessary
 - planning for different purposes and audiences, including selecting and organising information and ideas effectively and persuasively for formal spoken presentations and debates
 - listening and responding in a variety of different contexts, both formal and informal, and evaluating content, viewpoints, evidence and aspects of presentation
 - improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact

Intent

The English curriculum is mapped to include coverage of the National Curriculum, whilst allowing for bespoke adaptations according to the particular needs of our children/young people. It is devised to challenge, encourage and motivate our pupils to become the best communicators, readers, writers and critical thinkers that they can be. The ultimate goal is that our learners progress academically, socially and emotionally to become successful, confident individuals who make a positive contribution to the community and wider society, both now and in the future.

Implementation

Our lessons are carefully planned to optimise the learning of our pupils whilst considering their different learning styles. We ensure that key vocabulary is taught, teachers explain and model the lesson content, which students then have the opportunity to apply during independent practise. Knowledge and skills are taught in small achievable steps and consolidated throughout the lesson. Teachers regularly check understanding and provide verbal feedback which guides the students during their learning journey.

Students have positive relationships with the Teaching Assistants attached to their class group. These key adults are able to work proactively with the pupils and support them, both academically and socially. They also monitor students' emotional state which is paramount to their wellbeing and engagement in lessons.

The spiral curriculum activates prior learning, builds on skills and deepens knowledge and understanding.

Impact

A judgement on the impact of the curriculum on pupils is based upon a triangulation of different monitoring and evaluation activities within school. Work and book scrutiny, pupil voice discussions, outcomes of assessments and quality of teaching and learning are all used as tools to help senior leaders assess the impact of the curriculum.

The impact of the school's curriculum can be seen through the rising quality of work in the books the pupils produce, and the in-year progress demonstrated by all groups of pupils.

We have high aspirations for all expecting:

- All children will make good progress from their individual starting points academically, emotionally, creatively and socially.
- Children will take pride in all that they do, motivated to do their best and with confidence in their own abilities and their work across the curriculum is of high quality.
- Knowledge, understanding and skills will be secured and embedded so that children attain highly and are fully prepared their next steps.