

Roundswell Community Primary Academy



ENGLISH Curriculum



ENGLISH

INTENT

At RCPA we strive to ensure we develop a lifelong love of reading and writing. We have placed reading at the heart of our curriculum so that pupils gain a **positive attitude** and the skills and knowledge to fully access all areas of the curriculum and **achieve their potential** throughout life. We believe reading opens up a new world for pupils and gives them the opportunity to explore new ideas, visit new places, meet new characters and develop a better understanding of other cultures and the **changing world** around them. It is our intention to immerse pupils in the wonders of quality texts to instil a love for reading, a passion for discovery and a confidence to explore their imagination. Exposing pupils to print through stories, rhymes and books will help to inspire and instil a love of reading.

Writing is a crucial part of our **broad and balanced curriculum**. We intend for pupils to be able to be **inquisitive** and to plan, revise, present and evaluate their writing in different genres and for different purposes and audiences. To be able to do this effectively, pupils will focus on developing effective composition and creativity whilst developing an awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar.

We aspire for all pupils to learn to read well using phonics as the prime approach. Phonics are the roots for reading that help our pupils grow to become confident readers with reading for pleasure at the very heart of our reading curriculum. At RCPA, the teaching of phonics is high priority as we believe that all pupils should progress through the phonics phases with fluency and confidence. A strong phonics basis enables us to ensure all pupils flourish as readers and use these essential tools to access the whole curriculum, to engage and make sense of knowledge and to explore, question and **respond to the world**.

When handwriting, we aim for each pupil to achieve a neat, legible style with correctly formed letters in accordance with the cursive font. Flow and speed will be developed to eventually produce the letters automatically and in their independent writing style. It is our goal at RCPA to provide pupils with a **high-quality education** in English that will enable all pupils to **communicate effectively** and to **achieve or succeed their potential**. We aim for each pupil to speak, read and write fluently so that they have the confidence to communicate their ideas and emotions to others effectively, and become a positive citizen in their community and wider world.

IMPLEMENTATION

On a daily basis our pupils will be constantly exposed to a wide range of high quality texts both in English and across the curriculum to ensure we meet the needs of all learners. Through guided reading and individual reading sessions, we will ensure we develop confidence in pupils' understanding of the text and develop their vocabulary. We will provide opportunities for pupils to read both independently and aloud as well as allowing them the chance to discuss and recommend books they have read to their peers.

All pupils will be provided with many opportunities to develop and apply their writing skills across the curriculum using the Talk for Writing approach. Using this storytelling method to learn language through imitation, innovation and invention, pupils will learn words through memorable and meaningful activities. We will follow a planning unit with activities to include the repetition of memorising a text with actions and drama to support the learning of different non-fiction, fiction and poetry texts. Orally learning a range of texts by heart will support our pupils in their attentive listening and oracy skills as well as internalising narrative patterns e.g. plot pattern, characters, settings and events, openings, endings, the flow of sentences and sensory detail and connectives.

At RCPA, we will ensure that sufficient time will be given to teaching phonics, spelling and handwriting to aid reading and writing. We will use the Read, Write Inc. scheme confidently, ensuring the pace of the clear term-by-term expectations of progress from Reception to Year Two is maintained. We will assess pupils' letter-sound knowledge and word reading each half term and any pupils not on-track will be identified and given extra support immediately. For pupils above Year Two this programme will be continued within regular interventions until the pupils can read fluently.

We will also encourage parents to support their child's learning at home with extra practice to develop fluency. Our younger pupils will take part in activities to develop their fine and gross motor-skills and recognition of patterns and will begin to learn how to correctly hold and use a pencil effectively to form recognisable letters most of which are correctly formed. As pupils progress through the school, they will be given the opportunities to develop their handwriting using the pre cursive style to their full potential at that age. Handwriting will be discussed within and linked to phonics sessions using the Read write Inc Handwriting guides. Teaching will continue to guide pupils on how to write letters correctly using a comfortable and efficient pencil grip aiming for pupils to develop a clear, neat and fluent style adapting their handwriting for different purposes such as a neat, legible hand for finished, presented work, a faster script for note making and the ability to print for labelling diagrams etc.

IMPLEMENTATION

In Nursery we make a strong start to the teaching of Phonics. Initially there will be lots of opportunities to develop stories, nursery rhymes, poems and songs alongside planned talk sessions. Seeing people around them enjoying reading, being immersed in print- rich environments and being given plenty of early reading experiences will inspire children to want to read, open a book and explore it for their interest, enjoyment and pleasure. Phonics will be introduced in the Summer term in Nursery. Throughout the school phonics is taught daily. We use the Read Write Inc. programme to learn phonemes, digraphs & trigraphs in an effective multi-sensory approach. We practice oral blending then blending graphemes into words. As pupils become confident at blending sounds, they are taught the skill of blending sounds mentally and at speed by the use of the RWI system of 'Fred in your head'. Pupils will be exposed to 'alien' words throughout Reception and Year One.

We have purposely chosen to put reading at the heart of our curriculum because we recognise the impact in the exposure of language and new vocabulary. We believe it is never too early to begin to encourage a love of reading. Pupils use decodable reading books which are organized in a given sequence so letter-sound knowledge is learnt cumulatively. This consistent and rigorous approach will provide our pupils with the foundations to become enthused readers and writers with a passion and **confidence** for storytelling, literature and vocabulary.

The **strong foundations** of phonics will underpin spelling after Key Stage One. Spelling is taught regularly from Year Two onwards using the RWI Spelling scheme using a statutory word list. This progressive scheme builds on from the phonics teaching to enable pupils to learn spelling rules and to understand relationships between meaning and spelling where these are relevant. During these spelling lessons different strategies are taught to aid pupils in remembering spellings including proof-reading, using mnemonics, looking for patterns, segmentation, Look, Cover, Say, Write, 'have a go' sheets, using a dictionary etc. Teachers regularly assess pupils' knowledge of spelling rules and common exception words and provide a range of words to learn and practise at home.

Using the Talk for Writing approach, we will follow a three week unit which consists of imitating a text, innovating it then inventing our own. This approach supports the pupils' development of oral and written language skills as well as learning how different texts are composed. We believe these **rich learning experiences** will enable pupils to gain the skills needed to become **independent learner**. Encouraging pupils to **take risks** and **make mistakes** will support a positive learning attitude to be **successful in their future learning**. Evidence suggests that this approach of shared writing embeds effective learning from enthusiastic and enjoyable lessons which over time raises standards in English. With an increased **confidence** in pupils' thinking, **effective communication** including writing, will enable our pupils to **be reflective and prepared for future learning and employment**.

IMPACT

Through engaging pupils in high quality teaching and learning, RCPA enables each pupil to have achieved high standards of learning and be secondary-ready. Our pupils will be confident in the art of **effective communication** and to be able to use discussion or **presentation techniques** to **research, collaborate, make informed choices** and be **a critical thinker**. They will be able to read fluently both for pleasure and to further their learning and enjoy writing across a range of genres.

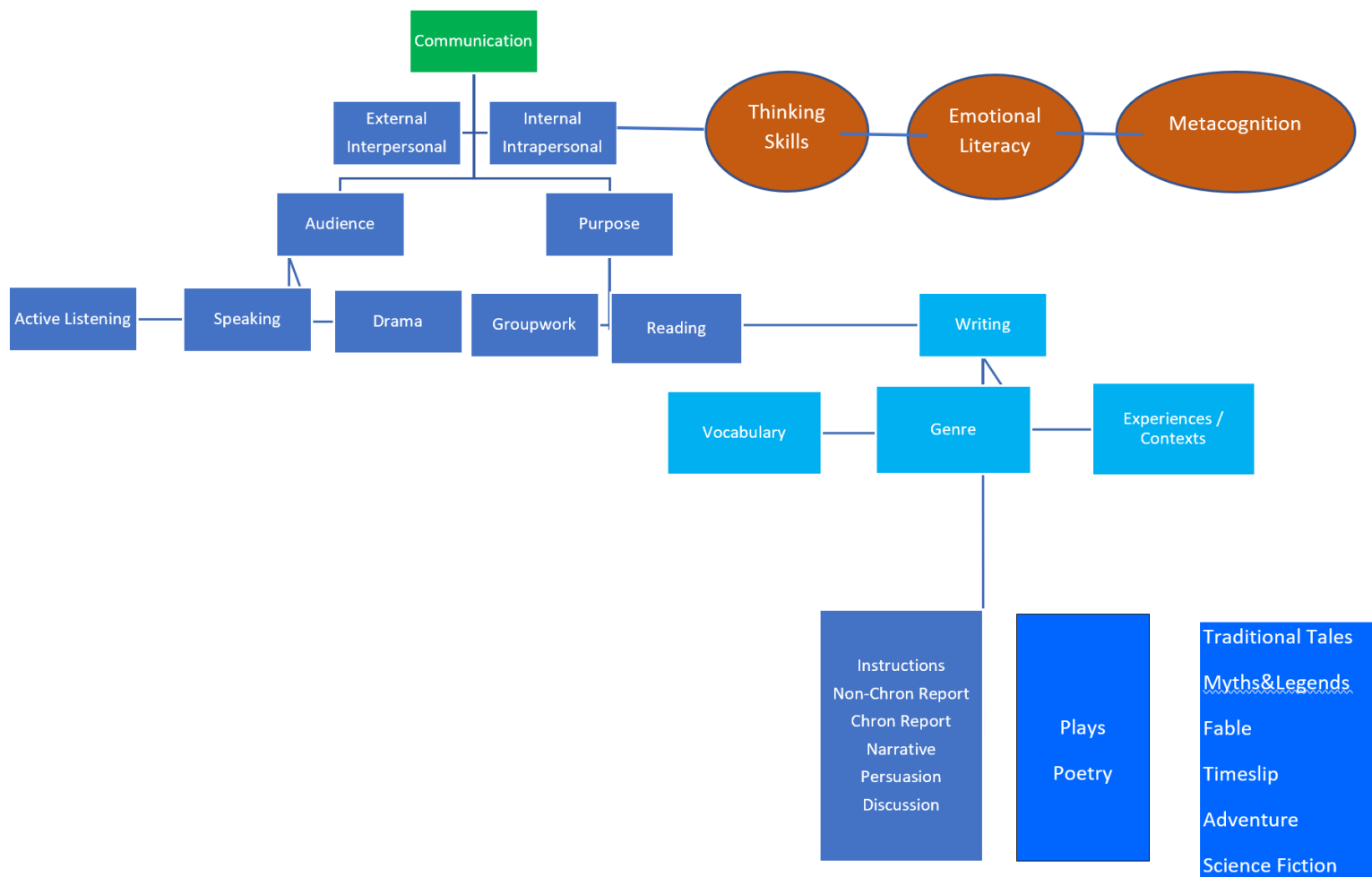
Pupils will find joy in stories, rhymes and poems and develop a love of language and will become independent and fluent readers. This will enable them to access learning across all the areas of the curriculum as well as achieving well in the Year One Phonics Screening Check and Standardised tests in Year Two and Year Six.

In writing, pupils will have the knowledge, skills and vocabulary to write interesting and informative texts for different audiences and purposes. They will read, write and spell confidently with a good understanding of morphology (meaning of units of a word) and etymology (origin of the word). **Our pupils will be prepared for future learning and employment, confidently mastering the skills of effective communication. They will be equipped to succeed in the next stages of their education having had strong foundations from a rich and varied curriculum.**



ENGLISH CURRICULUM OVERVIEW

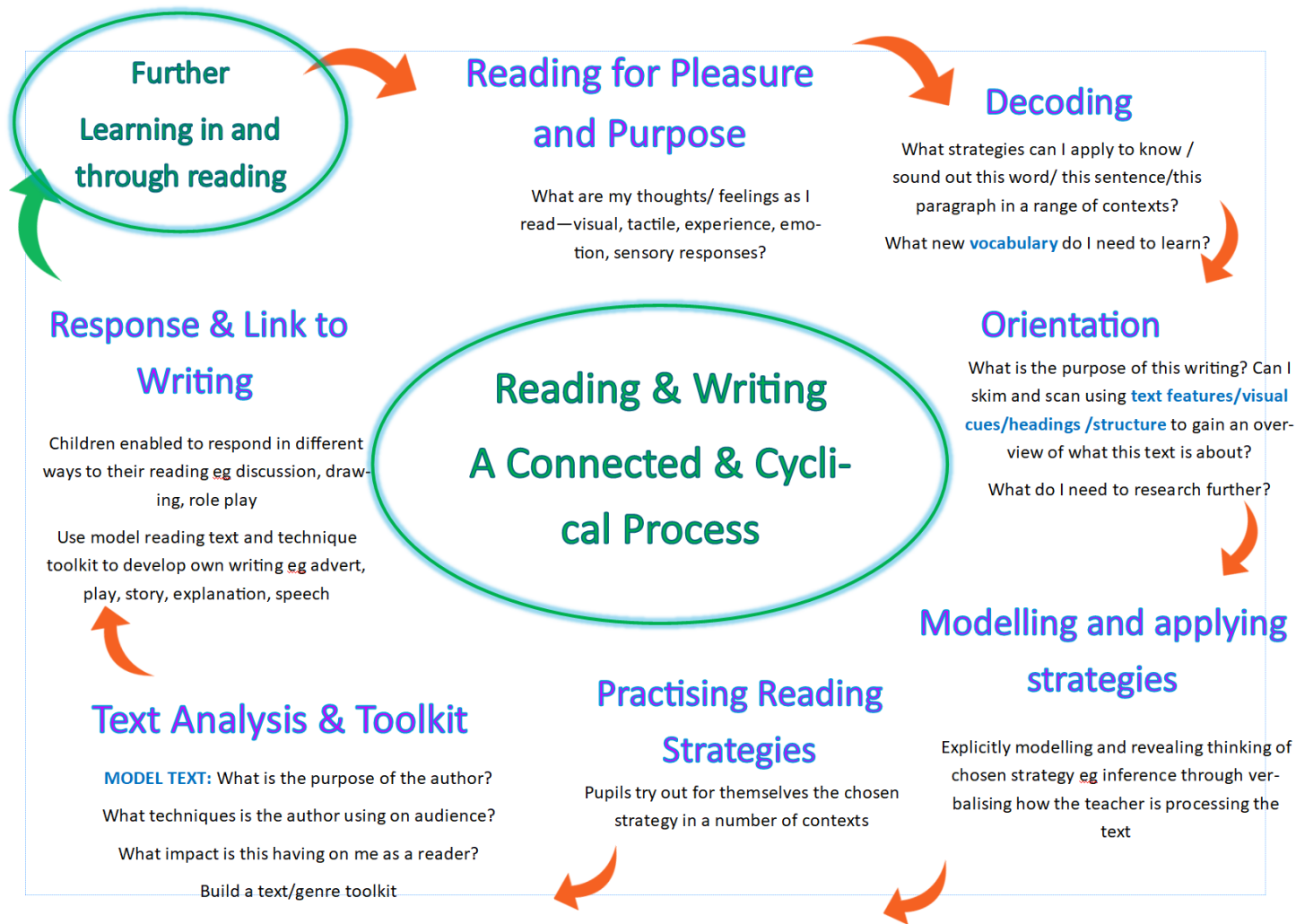
Image of The Big Conceptual Picture



Key Reading Concepts	
Communication	To understand that as a reader we are being communicated to by an author. Communication (from Latin <i>communicare</i> , meaning "to share") is the act of sharing ideas, feelings and meanings from one individual or group to another through the use of mutually understood signs, symbols, and behaviours that can result in understanding. People who communicate effectively can: <ul style="list-style-type: none"> • offer and receive ideas, information, thoughts, and feelings in a range of ways • make effective choices about the language to use to suit their audience and purpose • use language fluently and skilfully to present information, express their ideas, and respond to others.
Purpose	A reader is affected by a person's reason for writing such as to inform, entertain, recount, report, instruct, explain, discuss or persuade and they are using specific techniques in order to do so.
Audience	In reading, we are the audience . Knowing who the author is and the purpose for writing helps us understand the choices they have made about what information to include, as well as the tone and language in conveying it so that it has more impact on the reader aligned to its intended purpose.
Reading Sub-Concepts	
Decoding	A strategy used to identify an unknown word developed through the teaching of systematic synthetic phonics
Non-Decodable	Tricky words that initially can't be segmented or blended to make sense eg: said
Blending	Say individual sounds (phonemes) and link sounds together to make words sh-ee-p Children learn through a 5 stage process – oral, assisted, independent out loud, independent in head, reading without blending
Grapheme - Phoneme Correspondence (GPCs)	Each phoneme has a letter or combination of letters (grapheme) that represents it eg the long vowel 'a' can be made by; ay in bay , ai in sail Some graphemes have multiple phonemes Eg: ea in bread, ea in read
Segmenting	Separating and saying each part of a word into its smallest unit of sound.
Fluency	Is the ability to read aloud with expression to demonstrate an understanding of the author's message
Reading for Pleasure & Purpose	The reader making meaning from texts for themselves. <i>'The process of comprehending texts is an interaction between the author and the reader that occurs in a social and cultural context and is driven by the purpose of the reader, their motivation and their interest'</i> Kevlynn Annandale et al <i>Reading Map of Development</i>
Reading Strategies	An active, integrated problem solving process of making sense of texts. Readers need to use a variety to become proficient : Seven key ones are set out within the progressions statements and Appendix F : Skimming, scanning, Inference, Prediction, Clarifying, Questioning, Summarising, A wider image of the reading process is set out below.
Language for Effect	Different genres use different language/word features that are intended to impact on a reader. (The language features are set out in more detail within the writing progression statements).

Themes and Conventions	These are the structures and features of texts that are linked to genres and the purpose of writing. They can also include spelling, punctuation, grammar and layout to support the reader's understanding and clarity. The key genres are shown separately below (taken from and developed further in the writing progression statements) as they need to be explicitly taught to children to help them understand how an author is affecting them through techniques.
– Genres & Distinctive Language features* <i>*See Appendices A to E Writing Progression for specific language features/devices to be learned in reading by the end of Year 6</i>	
Fiction	Fiction generally is a narrative (story) form, consisting of people, events, or places that are imaginary—in other words, not based strictly on history or fact. Latin (<i>fictiō</i>) “a shaping” “a feigning”
Non-Fiction	Writing that is about real events and facts, rather than stories that have been invented
Instruction	<i>tells how to do or make something, usually in a sequential way</i>
Recount	<i>Retells events in time order (chronological)</i>
Report	<i>describes the characteristics of things, animals, places or people not in time order (non-Chronological)</i>
Explanation	<i>tells how or why a process happens (or how something works) and often looks at causes and effects</i>
Persuasion	<i>argues the case for a point of view with clear points and elaboration</i>
Discussion	<i>presents a balanced argument eg the case for and against a particular view as in a debate</i>
Poetry	the art of rhythmical composition, written or spoken for pleasure, by beautiful, imaginative, or elevated thoughts.
Plays	A play is a work of drama , usually consisting mostly of dialogue between characters and intended for theatrical performance rather than just reading.

Reading and Writing Skills – an explicit & combined process:



Reading Skills – developing Reading Strategies

Early readers will use phonics for decoding and word recognition strategies (see separately). Beyond this children will need to become fluent and efficient in their reading and have strategies to assist them in understanding a variety of texts. The main strategies are set out below with ideas for teachers to develop them in Appendix F.

Three main approaches are used to ensure that by Year 6 our pupils are fluent, efficient and proficient readers:

a) Modelled Reading:

- The teacher demonstrates the reading strategy and behaviour explicitly
- The teacher verbalises and reveals the cognitive process in the strategy that would otherwise be hidden from the children
- The children practice and verbalise in the same way

b) Efficiency discussions:

- Efficient readers are active as they read, simultaneously using a range of processes to identify unknown words, locate information and comprehend text
- As this involves cognitive strategies that are not observable these need to be discussed during reading to make explicit the decisions readers are making

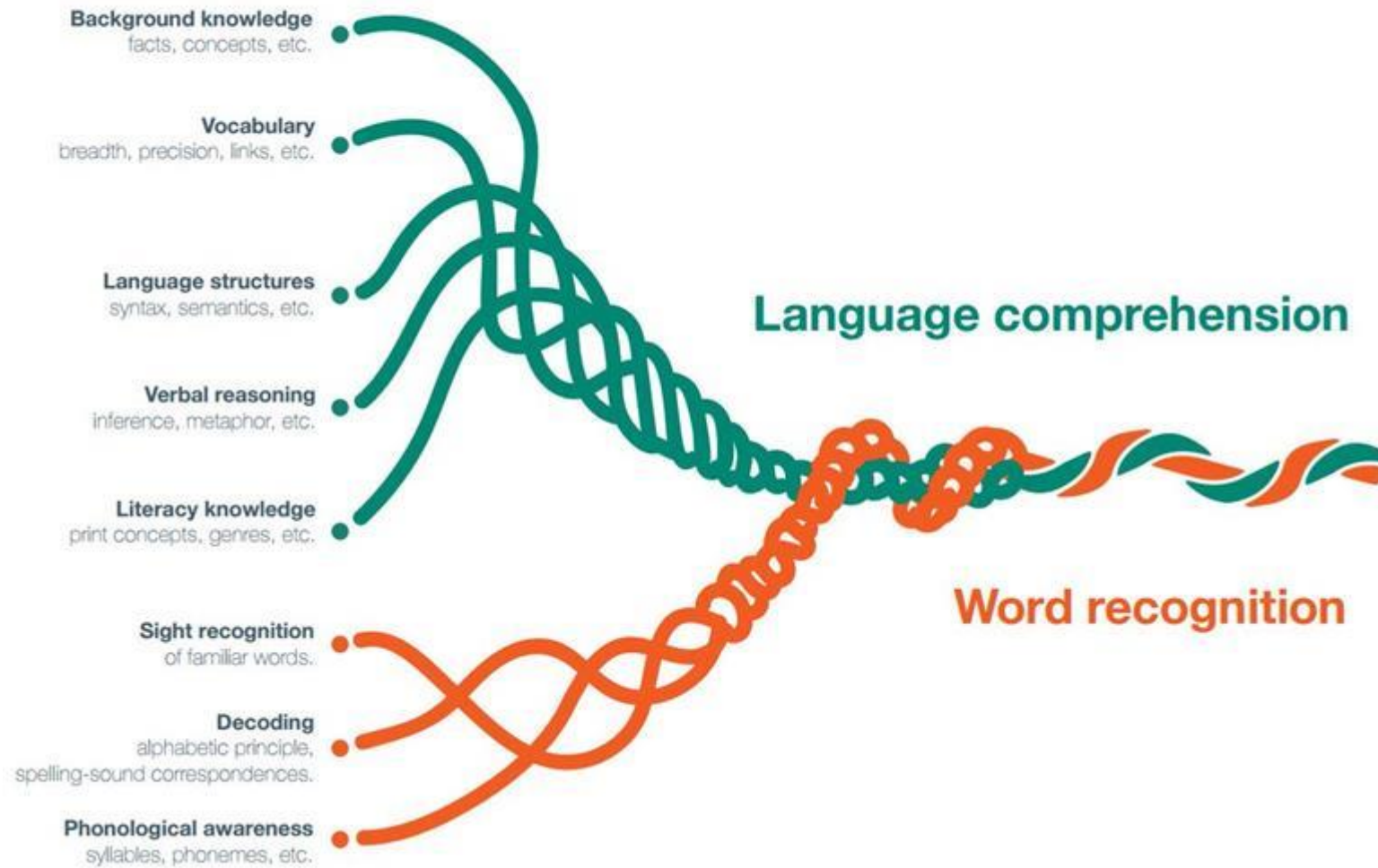
c) Revisiting in Different Contexts:

- Reading strategies are revisited on a spiral basis so that they become automated processes
- They apply the strategy in different contexts, deepening their understanding and proficiency

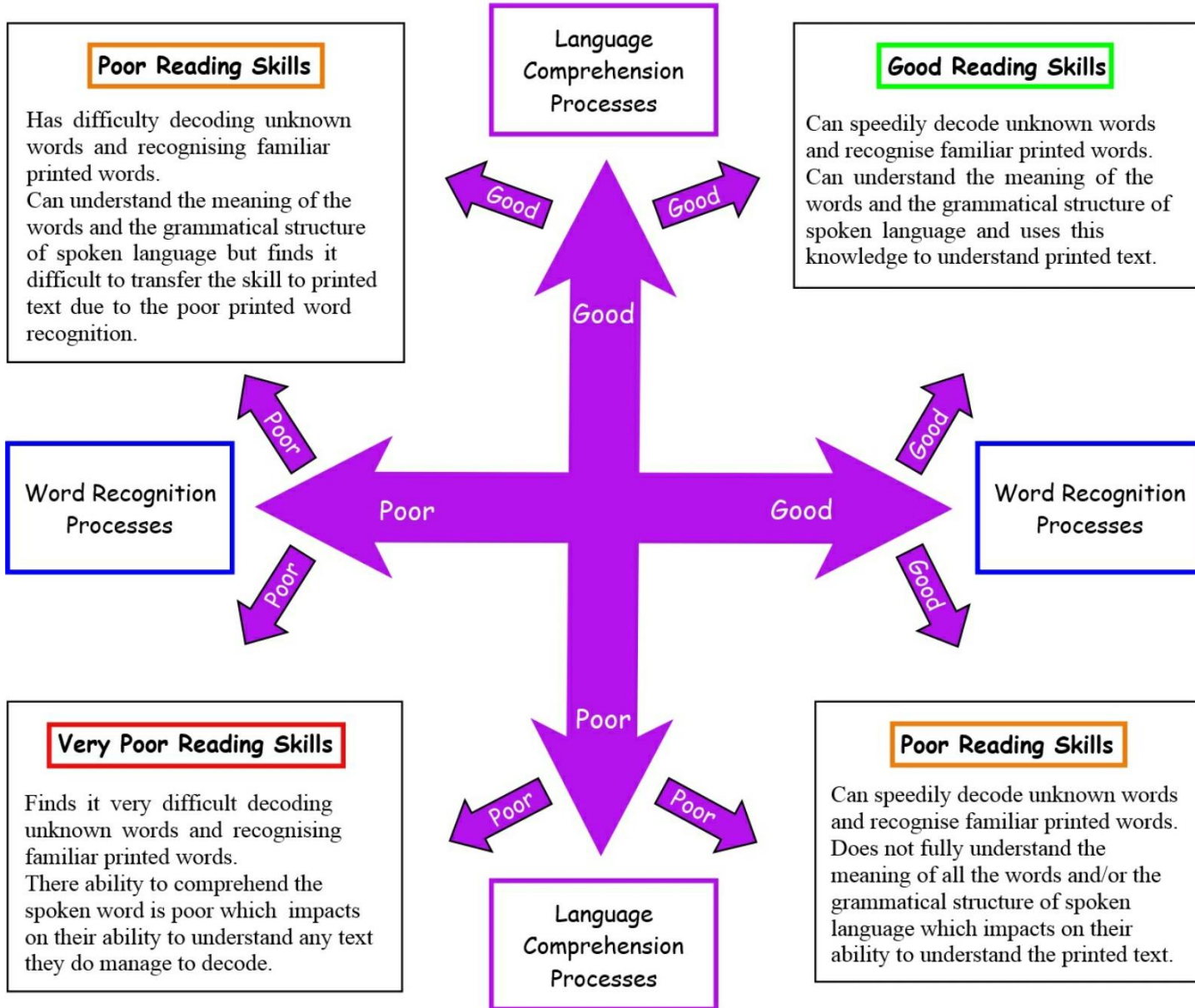
These approaches enable children to:



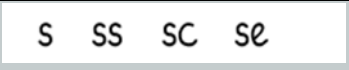

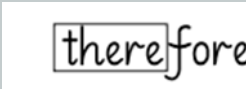

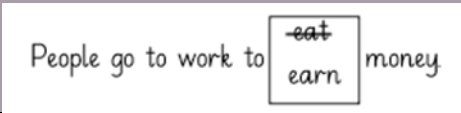
- Understand how effective readers read and process text
- Gain a deeper understanding of when, how and why particular reading strategies are used by effective readers
- See how a particular text form can be read
- Build their understanding of the English language and extend their vocabulary
- Understand how reading and writing are related

FIGURE 1: THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING⁷



The Simple View of Reading



READING STRATEGIES – Word recognition	
Overall Purpose	To understand that: 'Good readers don't know every word, they know what to do when they are stuck'
Get your mouth ready - Sound it out - Slide through the word	As we learn letter sounds and to segment and blend we teach the strategies to help children form the whole word 
Try an alternative phoneme	
Find alternative graphemes	
Spot exception words	
Find a word within a word	
Chunk the word	
Get your mouth ready - Look at the picture clue - Think what makes sense	We teach tricky words and these strategies to ensure the word they have makes sense involving their 'brain voice' or auditory loop 
Go back and reread	As children begin to read simple sentences with reliance on sounding out / sliding we teach them to begin fluent reading that makes sense
Read on and go back to a word	The _____ barked.
Try a different vowel sound - skip the word - word building	When children are moving through phase 3 and into Phase 5 we target Try a different vowel sound - skip the word - word building (we have created this strategy to help break down longer words and support working memory which was highlighted by the challenges of phonics screening when it was first introduced)

Find suffixes and prefixes	<div style="display: flex; align-items: center; justify-content: center; gap: 20px;"> <div style="border: 1px solid black; padding: 5px;">autograph</div> <div style="border: 1px solid black; padding: 5px;">gently</div> </div>
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READING STRATEGIES –Understanding

Overarching Purposes	ENGAGEMENT : to connect prior knowledge and understanding with new learning and experiences creating enjoyment and challenge.
	FLUENCY: so that readers have the ability to read aloud and internally to gain an understanding of the author’s message
	EFFICIENCY : to be able to locate and understand the key points of a text through an active process using a range of strategies

PREDICTION	Activating their prior knowledge to be able to suggest and then refine what might happen in the new material in the text being read
INFERENCE	Goes beyond the literal meaning of the text. The reasoning involved in drawing a conclusion or making a logical judgment on the basis of circumstantial evidence and prior conclusions rather than on the basis of direct observation or facts (which would be systematic deduction).
CLARIFYING (including synthesising & creating images)	Efficient readers use all their senses to create an image in their head based on their prior knowledge, helping them to make sense of and understand a text. Stopping at specific places helps them bring together information from different sources to put together like a jigsaw, to keep track of and monitor what they have read.
QUESTIONING (including connecting & comparing)	Efficient readers continually think of questions before, during and after reading to assist them in understanding the text and engaging actively with it. As readers identify similarities and differences by connecting to their own experience and knowledge this helps to raise comparative questions (to themselves, to other texts and to the wider world)
SUMMARISING (including determining importance)	A process of reducing a large piece of text by identifying and recording the main points linked to its purpose
SKIMMING	Glancing through material to gain a general impression or overview of the content rather than the detail to see its relevance

SCANNING	Glancing through material to locate specific details such as names, places, dates which the reader requires without having to read everything.
Specific Skills to Improve Efficiency & Understanding	
Re-Reading	Deciding to read a text more than once may be needed to gain greater clarity or a deeper understanding
Reading On	Efficient readers make a decision when they come across an unknown word or part of a text by skipping it and reading to the end of the sentence or paragraph which will often give them a context that helps them understand.
Adjusting reading rate	Efficient readers make conscious decisions to slow down when they need to really understand and know the detail of something or speed up if they just need to scan for specific detail.

EYFS – Word Reading and Comprehension

Early Learning Goal	Observations might include:
Say a sound for each letter in the alphabet and at least 10 digraphs	<ul style="list-style-type: none">• Begins to develop phonological and phonemic awareness e.g. continues a rhyming string, hear and say the initial sound in words, begins to segment the sounds in simple words and blend them together, spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, such as money and mother.• Starts to link sounds to letters, naming and sounding out some of the letters of the alphabet• Begins to link sounds to some frequently used digraphs e.g. sh, th, ee.• Is confident to say the phonic sound when reading the graphemes/digraphs
Read words consistent with their phonic knowledge by sound-blending	<ul style="list-style-type: none">• Confident to read different words by sound-talk and blending as the main approach• Can segment the sounds in simple words and blend them together• Links sounds to letters, naming and sounding the letters of the alphabet.• Begins to recognise names that are familiar to them e.g. Mummy, Daddy, siblings names.• Begins to read some high frequency words• To use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences
Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	<ul style="list-style-type: none">• Begins to read words and simple sentences.• Decode words using phonics as the main approach• Read irregular words as sight, not by decoding
Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary	<ul style="list-style-type: none">• Discuss main story settings, events or characters in increasing detail.• Re-enact and invent stories they have heard in their play.• Is able to recall and discuss stories or information that has been read to them or read themselves.• Enjoys an increasing range of books including fiction and non-fiction digital books.• Knows that information can be retrieved from books, computers and mobile digital devices.• Understand the five key concepts about print e.g. print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing.• Engage in extended conversations about stories, learning new vocabulary.• Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.• Re-read what they have written to check that it makes sense.

Anticipate – where appropriate – key events in stories	<ul style="list-style-type: none"> • Conversations through daily stories in class • Engage with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, their knowledge of language structure, subject knowledge and illustrations to interpret the text
Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play	<ul style="list-style-type: none"> • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Use stories and non fiction texts to develop the vocabulary of pupils

Speaking Links to Reading *Note Taken from ELG

<ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher 	<ul style="list-style-type: none"> • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • Uses language to imagine and recreate roles and experiences in play situations. • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. • Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. • Able to follow a story without pictures or props. • Listens and responds to ideas expressed by others in conversation or discussion. • Encourage language play linked to familiar stories and action songs
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Listening, Attention and Understanding Links to Reading *Note Taken from ELG

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions
- Make comments about what they have heard and ask questions to clarify their understanding
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers

- Listen to simple stories and understand what is happening, with the help of the pictures.
- Enjoy listening to longer stories and can remember much of what happens.
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Phonics

We will use RWI Phonics as the prime approach for starting to read and write. For the majority of pupils this will start in our Nursery and continue until Year Two. Before starting RWI Phonics the children in Nursery will learn and take part in activities that involve sound discrimination e.g. environmental and instrumental sounds and body percussion, rhythm and rhyme, alliteration, voice sounds and oral blending and segmenting.

Nursery Summer Term	With the older Nursery children we will focus on oral blending and segmenting e.g. d-o-g makes dog. We will focus on listening skills linked to rhythm, rhyme, environmental and instrumental sounds. We will begin to look at Set 1 phonics through play activities and games.
Reception Autumn Term	Set 1, formation of single letters, moving onto writing cvc words.
Reception Spring Term	Set 2, writing ccvc, cvcc words and captions/sentences. <i>These red words will be taught which link to the expected reading level: put, the, I, no, of, my, for, he.</i>
Reception Summer Term	Set 2, writing longer sentences with 5+ letter words. <i>These red words will be taught which link to the expected reading level: your, said, you, be, are, to, me, go, baby.</i>
Year One Autumn Term	Set 2, writing words within compound sentences using 'and', 'or', 'but', 'so'. <i>These red words will be taught which link to the expected reading level: all, like, I've, want, call, we, her, she, some, so.</i>
Year One Spring Term	Set 3, writing words within sentences including other conjunctions or simple adjectives. <i>These red words will be taught which link to the expected reading level: what, they, do, old, was, saw, watch, school, small, their, were, who, tall, one, brother, I'm, there, any, where.</i>
Year One Summer Term	Set 3, writing words within sentences including question marks and exclamation marks. Read a passage at 60-70 words per min attempting intonation. <i>These red words will be taught which link to the expected reading level: does, other, two, could, ball, would, wash, water, anyone, over, wasn't, through, once, son, whole, people.</i>
Year Two Autumn Term	Recap Set 2 and Set 3 reading and writing words within sentences. Read a passage at 70-80 words per min attempting intonation. <i>These red words will be taught which link to the expected reading level: should, come, many, mother, above, father, here, buy, bought, great, someone, another, walk, caught, worse, everyone, talk, thought, love, wear.</i>
Year Two Spring Term	Phonics will be continued as an intervention for those pupils who require it. The majority of pupils will be working on spelling and grammar rules using the RWI Spelling programme.

Reception RWI expectations of number of sounds learnt	
Autumn 1 st Half	16
End of Autumn 2 nd Half	25
Spring 1 st Half	25
End of Spring 2 nd Half	31
Summer 1 st Half	35
End of Summer 2 nd Half	41

Year 1 RWI expectations of number of sounds learnt	
Autumn 1 st Half	47
End of Autumn 2 nd Half	52
Spring 1 st Half	58
End of Spring 2 nd Half	64
Summer 1 st Half	69
End of Summer 2 nd Half	75

Each child will be assessed every six weeks. Teachers will know the number of letter sounds and words they are able to blend (real and nonsense words) and this will be monitored to ensure progression.

Spelling and Grammar

From Year 2 onwards, pupils are taught spellings using the RWI Spelling programme. Ed Shed is used for spelling practise at home.

From Year 3, Discrete Grammar is used to teach discrete grammar twice a week.

Year 2

(Spelling Shed online for home learning)

Autumn 1	Revisit RWI Phonics Set 2 & 3 – use previous assessment Spellings to send home : Year 2 Common exception words
Autumn 2	Start RWI Spelling programme using practice book photocopied in Spelling practice book 2a Units 1-6 including special focus sessions (4 days a week) Spellings to send home : Year 2 common exception words and RWI Spellings (corresponding patterns from previous or current learning)
Spring 1	RWI Spelling programme using practice book photocopied in Spelling practice book 2a Units 7-11 including special focus sessions (4 days a week) Spellings to send home : Year 2 common exception words and RWI Spellings (corresponding patterns from previous or current learning)
Spring 2	RWI Spelling programme using practice book photocopied in Spelling practice book 2a Units 12-15 and book 2b Units 1-3 including special focus sessions (4 days a week) Spellings to send home : Year 2 common exception words and RWI Spellings (corresponding patterns from previous or current learning)
Summer 1	Continue with RWI Spelling programme using practice book photocopied in Spelling practice book 2b Units 4-9 including special focus sessions (4 days a week) Spellings to send home : Year 2 common exception words and RWI Spellings (corresponding patterns from previous or current learning)
Summer 2	Continue with RWI Spelling programme using practice book photocopied in Spelling practice book 2b Units 10-15 including special focus sessions (4 days a week) Spellings to send home : Year 2 common exception words and RWI Spellings (corresponding patterns from previous or current learning) Complete end of year spelling test and complete assessment grid to pass onto Year 3

Nursery

In order to give possible start in life, need to have a good understand how the curiosity, eagerness to learn around them. Sharing stories with children develop these skills. exhaustive list and it to children's interests be shared.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Songs and rhymes	Incy Wincy Spider	Jack and Jill Twinkle Twinkle Little Star		Twinkle Twinkle Little Star	Nursery 1 pupils: small group planned speaking and listening based on Nursery rhymes and traditional tales. These are chosen by the pupils.	
Traditional Tales		Snow White Jack and the Beanstalk The hare and the tortoise Hansel and Gretel	Cinderella The 3 Billy Goats Gruff		The Enormous Turnip The Gingerbread man	
High quality texts	Owl Babies	It's My Birthday Dear Santa One Snowy Night Lost and Found You Must Bring a Hat	Brown Bear, Brown Bear, What Do You See? Dear Zoo You Choose	Giraffe's Can't Dance Room on the Broom You Choose in Space	Kitchen Disco I Can Eat a Rainbow Daisy, Eat your Peas Which Food Will You Choose The Very Hungry Caterpillar	The Snail & The Whale - The Rainbow Fish The Sharing Shell Tiddler Starry Eyed Stan
RWI Phonics					Nursery 2 pupils: RWI Set 1 speed sounds and digraphs (a-z, sh, th, ch, qu, ng, nk) and Fred Talk e.g. Say the sound, read the sound, review the sounds, air-write the letter, oral Fred talk	

children the best we believe children vocabulary, books work and have imagination and about the world rhymes, books and every day helps This is not an will be amended due and other texts will

Reading

At RCPA, reading is at the heart of our curriculum. We are passionate about working with parents to teach children to read so they become enthusiastic readers and develop a love of reading. A fluent reader will find they can access learning throughout primary school. We know that language development links closely to listening and understanding and we believe that introducing children to a wide range of words they would rarely hear or use increases their knowledge of vocabulary and concepts to help them understand the world around them as well as understand sentence structure. In order to do this, we aim to provide high-quality texts to share with in class. In the Nursery we share lots of stories and books with children each day and at home we encourage parents to look at books together, especially at bedtime, and talk about the pictures and the story, introducing and explaining new words as this will expand the pupil's language and vocabulary. A high-quality picture book can be chosen by parents and carers to share with their child each day. Hearing and talking about these new words in context, along with talking about children's interests will help children to understand and gradually extend their knowledge about the world around them.

We believe that by providing a well sequenced reading curriculum to develop children's knowledge of language and how it works, can create fluent, passionate and lifelong readers. Initially in Reception, children take home a picture book without any words. We encourage children to look through the pictures and talk about what is happening on each page and invent what the characters could be saying. We encourage parents to talk to their child about what the characters are doing and possible reasons for this and link it to their own experiences. As the child learns to read phonic sounds, we will send home reading books that

In addition to reading individually at home, pupils will read RWI books and other appropriate texts with an adult individually or within guided groups. In Reception and Year One, pupils will read daily in Storybook groups with decodable books matched to the reading ability. Each session will follow a sequence e.g. an introduction to the text, reading green and red words from the text, then a short story. Comprehension questions will be asked at the end of the book and pupils will answer these verbally.

In Year Two and beyond, pupils will also read as a whole class. A carefully chosen text or extract will be the focus for a whole week. Teachers will support the learning of new vocabulary, rapid retrieval skills, making predictions, explaining ideas and thoughts, inference skills and other comprehension skills through high quality talk when responding to high quality texts.

This is an example of texts used in Year 2 Spring term:

 FRED's Teaching ENCOURAGING READING PROVIDING FUN & ENGAGING CONTENT WITH PROGRESSIVE TEXTS	 FRED's Teaching ENCOURAGING READING PROVIDING FUN & ENGAGING CONTENT WITH PROGRESSIVE TEXTS	 FRED's Teaching ENCOURAGING READING PROVIDING FUN & ENGAGING CONTENT WITH PROGRESSIVE TEXTS	 FRED's Teaching ENCOURAGING READING PROVIDING FUN & ENGAGING CONTENT WITH PROGRESSIVE TEXTS	 FRED's Teaching ENCOURAGING READING PROVIDING FUN & ENGAGING CONTENT WITH PROGRESSIVE TEXTS	 FRED's Teaching ENCOURAGING READING PROVIDING FUN & ENGAGING CONTENT WITH PROGRESSIVE TEXTS
					

YEAR 1 Word Reading		Comprehension			
Decoding	By year end	Reading for Pleasure & Purpose	Reading Strategies: Inference, Prediction, Clarifying, Questioning, Summarising	Language for Effect	Themes and Convention
<p>Apply phonic knowledge and skills to decode words:</p> <ul style="list-style-type: none"> Blend accurately and speedily using known graphemes Re-read with fluency and confidence Read accurately Recognise when a word does not make sense Read common exception words accurately. 	<p>Appropriate Phonically decodable texts according to the SSP phonics scheme the school uses.</p>	<p>Participate actively in listening and sharing a wide range of books. Choose to read.</p> <p>Through shared and guided reading experiences, listen to and discuss a wide range of stories, poems and non-fiction at a level beyond that at which they can read independently.</p>	<p>Infer - In texts read to them and simple texts read themselves, make inferences on the basis of what is being said and done e.g. How a character feels, why a character does something.</p>	<p>Recognise and join in with predictable phrases.</p>	<p>Retell familiar stories and rhymes and talk about their key features.</p>
			<p>Predict - With support can link own experiences to what they read.</p> <p>Make predictions about reading:</p> <ul style="list-style-type: none"> from a title and front cover of a book. on the basis of what has been read so far. <p>Make predictions about reading:</p> <ul style="list-style-type: none"> from a title and front cover of a book. on the basis of what has been read so far. 		
			<p>Clarify - Discuss word meanings, making links to known vocabulary.</p>		

<p>GDS</p> <ul style="list-style-type: none"> When reading, check that a text makes sense to them as they read and self-correct 	<p>Applying skills to above age appropriate, relevant texts.</p>	<ul style="list-style-type: none"> Choose and read familiar books with attention, discussing preferences and giving reasons. 	<ul style="list-style-type: none"> Make inferences on the basis of what has been said and done and discuss reasons for, or causes of, incidents in stories. Use the terms 'fiction' and 'non-fiction' and share texts with an understanding that the reader does not need to go from start to finish but selects according to what is needed. Make links between the books that they have read. 		
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ENGLISH Curriculum Overview



YEAR 2 Word Reading		Comprehension			
Decoding	By year end	Reading for Pleasure & Purpose	Reading Strategies: Inference, Prediction, Clarifying, Questioning, Summarising	Language for Effect	Themes and Convention
<p>Read age-appropriate books: -sounding out unfamiliar words - beginning to self-correct</p> <p>EXS: Read accurately, automatically and without undue hesitation including:</p> <ul style="list-style-type: none"> Words of 2 or more syllables Words containing common suffixes Most common exception words. <p>EXS: Read most words quickly and accurately without blending out loud, e.g. over 90 words per Minute.</p> <p>Begin to read silently with understanding.</p>	<p>AR level 1.9+</p> <p>Book bands: gold+</p> <p>Reading age 7.0 +</p>	<p>Read independently, demonstrating increasing stamina.</p> <p>Show developing preferences through book choice.</p> <p>Actively engage in discussions about texts, explain their understanding and asking and answering questions, beginning to refer to the text to support them.</p>	<p>Infer – EXS: Make some inferences from texts that they read themselves, on the basis of:</p> <ul style="list-style-type: none"> what’s being said and done cause and effect. <p>drawing on what they already know or on background information or vocabulary (provided by the teacher).</p> <p>Predict what might happen on the basis of what has been read so far.</p> <p>Clarify - Discuss and clarify the meaning of words to understand texts further.</p> <p>EXS: In familiar books, check that it makes sense, correcting inaccurate reading.</p> <p>Question - Ask questions about the text EXS: Answer questions about texts.</p> <p>Begin to use skimming and scanning skills to find key words.</p>	<p>Identify simple literary language in stories and poetry.</p> <p>Discuss favourite words and phrases and their impact on the meaning.</p>	<p>Identify key aspects of texts, e.g. fiction: characters, setting, plot, Non-fiction: titles/headings, contents, index, Glossary.</p> <p>With support, justify personal response to texts.</p>



ENGLISH Curriculum Overview



			<p>Summarise - Identify and explain the sequence of events in texts.</p> <p>EXS: Explain what has happened so far in what they have read.</p>		
GDS			<p>Can make inferences based on what is being said or done.</p> <p>Make plausible predictions as to what might happen on the basis of what they have read so far.</p> <p>Can make links between the book they are reading and other books they have read.</p> <p>Is beginning to refer to the text to support their predictions and inferences (suggested guidance for Year 2 GD curriculum).</p>	To identify parameters, use of language features within non-fiction texts (suggested guidance for Year 2 GD curriculum).	

Relevant information to support judgement

a, are, ask, be, by, come, do, friend, full, go, has, he, here, his, house, I, is, love, me, my, no, of, once, one, our, pull, push, put, said, says, school, she, so, some, the, there, they, to, today, was, we, were, where, you, your...
 ...and/or others, according to the programme used **(Y1)**

after, again, any, bath, beautiful, because, behind, both, break, busy, child, children, Christmas, class, climb, clothes, cold, could, door, even, every, everybody, eye, fast, father, find, floor, gold, grass, great, half, hold, hour, improve, kind, last, many, mind, money, most, move, Mr, Mrs, old, only, parents, pass, past, path, people, plant, poor, pretty, prove, should, steak, sugar, sure, told, water, who, whole, wild, would.....and/or others according to programme used **(Y2)**

YEAR 3 Word Reading		Comprehension			
Decoding	By year end	Reading for Pleasure & Purpose	Reading Strategies: Inference, Prediction, Clarifying, Questioning, Summarising	Language for Effect	Themes and Convention
Decode most new words outside of spoken vocabulary.	Year 3 AR level 2.9+	Read for a range of purposes independently.	Infer - draw inferences such as characters' feelings, thoughts and motives from their actions, and justify with evidence from the text or life experience.	Identify language, structural and presentational features of texts and discuss how they contribute to the meaning.	Begin to make connections between texts.
Read longer words with support.	Book band Sapphire +	Read a range of books including those of an age appropriate level accurately without overt sounding out.	Predict - what might happen from details stated and implied based on: - content - simple themes/ text types.	Discuss words and phrases that engage the reader.	Begin to identify simple common themes in texts e.g. good vs evil, use of magical devices.
Use the context of a sentence to read unfamiliar words.	Reading Age: 8+	Choose appropriate texts with support.	Justify predictions with evidence.		Begin to identify conventions of different types of writing.
Self - correct consistently	Collins Big Cat – Copper / Topaz Band. Oxford Level – Brown / Grey – stages	Demonstrate engagement with reading: - reading for sustained periods of time	Clarify - use dictionaries to check the meanings of words they have read. Use their knowledge of root words, suffixes and prefixes to understand the meaning of new words.	Give extended explanations of the impact of language choices on meaning.	Comment on the use of conventions in different types of writing.
Read simple chapter books independently and silently.	11-14.	- complete books - engaging	Understand what they read by checking that the text makes sense and by explaining their understanding of what they have read.		



ENGLISH Curriculum Overview



<p>Read a range of common exception words from yr3/4.</p>		<p>actively in book discussion</p> <ul style="list-style-type: none"> - respond to reading in a written form 	<p>Question - ask and answer questions to improve understanding of a text.</p> <p>Use skimming and scanning skills to find key words.</p> <p>Refer back to the text to find evidence when answering questions.</p>		
<p>GDS</p> <ul style="list-style-type: none"> • Beginning to apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and to understand the meaning of new words pupils meet. • Beginning to read further exception words, noting the unusual 		<p>Actively seek out different reading experiences and text types.</p>	<p>Make inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.</p>	<p>Discuss words and phrases that capture the reader's interest. Identify how language, structure and presentation contribute to meaning.</p>	<p>Identify themes and conventions in a range of books.</p>



ENGLISH Curriculum Overview



correspondences between spelling and sound, and where these occur in the word.					
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ENGLISH Curriculum Overview



YEAR 4 Word Reading		Comprehension			
Decoding	By year end	Reading for Pleasure & Purpose	Reading Strategies: Inference, Prediction, Clarifying, Questioning, Summarising	Language for Effect	Themes and Convention
<p>Decode most new words outside of spoken vocabulary.</p> <p>Read longer words with support.</p> <p>Use the context of a sentence to read unfamiliar words.</p> <p>Self-correct consistently</p>	<p>Year 4 AR level 3.9+</p> <p>Reading Age: 9+</p>	<p>Read for a range of purposes, including for information, independently.</p> <p>Choose appropriate texts with support.</p> <p>Demonstrate engagement with reading:</p> <ul style="list-style-type: none"> - reading for sustained periods of time - complete books - engaging actively in book discussion - respond to reading in a written form 	<p>Infer - draw inferences such as characters' feelings, thoughts and motives from their actions, and justify with evidence from the text or life experience.</p>	<p>Identify language, structural and presentational features of fiction and non-fiction texts and discuss how they contribute to the meaning.</p> <p>Discuss words and phrases that engage the reader.</p> <p>Give extended explanations of the impact of language choices on meaning</p>	<p>Begin to make connections between texts.</p> <p>Begin to identify simple common themes in texts e.g. good vs evil, use of magical devices.</p> <p>Begin to identify conventions of different types of writing.</p> <p>Comment on the use of conventions in</p>
			<p>Predict - what might happen from details stated and implied based on:</p> <ul style="list-style-type: none"> - content - simple themes/ text types <p>Justify predictions with evidence</p>		
			<p>Clarify - use dictionaries to check the meanings of words they have read.</p> <ul style="list-style-type: none"> • Use their knowledge of root words, suffixes and prefixes to understand the meaning of new words using the context of the sentence and be able to make a plausible attempt at pronunciation. 		
<p>Read simple chapter books independently and silently.</p> <ul style="list-style-type: none"> • Read a range of common 		<p>Read a range of books of an age appropriate level accurately without overt sounding out.</p> <ul style="list-style-type: none"> - Collins Big Cat – 	<ul style="list-style-type: none"> • Understand what they read by checking that the text makes sense and by explaining their understanding of what they have read. 	<p>of fiction and non-fiction texts.</p>	<p>different types of writing.</p>



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<p>exception words from yr3/4 list fluently when encountered in books.</p>		<p>Ruby / Emerald Band.</p> <ul style="list-style-type: none">- Oxford Level – Grey / Dark Blue – stages 14-16.- Listen to, read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	<p>Question - ask and answer questions to improve understanding of a text.</p> <ul style="list-style-type: none">• Refer back to the text to find evidence when answering questions.• Practise scanning and skimming a text effectively, tracking for information <p>Summarise - identify main ideas drawn from more than one paragraph and summarise these.</p> <p>Retrieve and record information from non-fiction</p> <ul style="list-style-type: none">• Re-tell the main points of a story in sequence.		
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<p>GDS: Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and to understand the meaning of new words pupils meet.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>		<p>Prepare poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p>	<p>Discuss understanding in further depth, checking the text makes sense and explaining the meaning of words in context. Encourage pupils to ask questions to improve their understanding of a text.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, dialogue and justifying inferences with evidence. Think about how the reader responds to characters and why. Recognise how the setting of a poem or story may affect the way a text is read and understood.</p> <p>Scanning and skimming a text effectively, tracking for information.</p>	<p>Develop reading responses so that children can express their thoughts and feelings, referring to the text to support their views.</p> <p>Discuss the words and phrases that capture the reader's interest and imagination. Begin to explain why a simile has been used.</p>	<p>Identify myths and conventions in a wide range of books</p>
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ENGLISH Curriculum Overview



YEAR 5 Word Reading			Comprehension		
Decoding	By year end	Reading for Pleasure & Purpose	Reading Strategies: Inference, Prediction, Clarifying, Questioning, Summarising	Language for Effect	Themes and Convention
<p>Read age-appropriate books with confidence and fluency, including whole novels</p> <p>Use a range of reading strategies to work out any unfamiliar word.</p> <p>Read aloud and to perform, showing understanding through intonation, tone and volume so that meaning is clear to an audience.</p>	<p>Year 5</p> <p>AR 4.9+</p> <p>RA 10+</p>	<p>Begin to read a broader range of texts including classic fiction and books from other cultures and tradition those from literary heritage and more challenging texts.</p> <p>Recommend books they have read to their peers, giving reasons for their choices.</p> <p>Demonstrate continuing engagement with reading:</p> <ul style="list-style-type: none"> reading for 	<p>Infer - Make inferences drawn from across and between texts and justify with evidence. Use PEE (Point, Evidence, and Explanation) to support inferences.</p> <hr/> <p>Predict - Predict what might happen from details stated and implied based on:</p> <ul style="list-style-type: none"> themes conventions knowledge about the author genres <hr/> <p>Clarify - Give the meaning of words in context.</p> <p>Explore and explain the meaning of words in context.</p> <p>Distinguish between fact and opinion.</p> <p>Clarify concepts and ideas at sentence, paragraph and whole text level.</p> <hr/> <p>Question - Ask and answer questions to improve understanding of themes and authorial intent.</p>	<p>Discuss how the structural and presentational choices impact on meaning, theme and purpose.</p> <p>Discuss and evaluate texts, commenting on writers' use of words, phrases and language features including figurative language.</p>	<p>Identify the themes and conventions of a range of texts.</p> <p>Discuss/comment on themes and conventions in different genres and forms.</p> <p>Make comparisons and contrasts within and across texts.</p> <p>Discuss viewpoints (both of the author and fictional characters), within a text and across more than one text.</p>



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		sustained periods of time	To use retrieval skills to locate a range of information including from multi-media sources.		Provide reasoned justifications for
		<ul style="list-style-type: none">complete a wider range of more challenging and lengthier booksengage actively in book discussions with and without adult support. Respond to reading in a written form, beginning to develop a critical stance.	<p>Summarise - Identify and summarise main ideas from across a text.</p> <p>Identify key details that support main ideas using quotation for illustration</p> <p>Retrieve, record and present key information from non-fiction.</p> <ul style="list-style-type: none">Distinguish between statements of fact and fiction.With non-fiction, appraise a text quickly, retrieve information and evaluate its value. Develop the skills of skimming and scanning and efficient reading so that research becomes more effective.		opinions about a book.



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GDS		Read a broader range of texts including classic fiction and books from other cultures and tradition those from literary heritage and more challenging texts.	Explore and explain the meaning of words in context. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence. Begin to lead different reading activities and shared reading discussions, asking questions to improve their understanding. Identify key details that support the main ideas in a text, using quotes to illustrate. Discuss viewpoints (of the author and fictional characters) within a text and across more than one text.)		
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ENGLISH Curriculum Overview



YEAR 6 Word Reading		Comprehension			
Decoding	By year end	Reading for Pleasure & Purpose	Reading Strategies: Inference, Prediction, Clarifying, Questioning, Summarising	Language for Effect	Themes and Convention
<p>Read age-appropriate books with confidence and fluency, including whole novels</p> <p>Use a range of reading strategies to work out any unfamiliar word.</p> <p>Read aloud and to perform, showing understanding through intonation, tone and volume so that meaning is clear to an audience.</p>	Year 6	<p>Read a broader range of texts including those from literary heritage and more challenging texts.</p> <p>Recommend books they have read to their peers, giving reasons for their choices.</p> <p>Demonstrate continuing engagement with reading:</p> <ul style="list-style-type: none"> reading for sustained periods of time complete a wider range of more challenging and lengthier books 	<p>Infer - Make inferences drawn from across and between texts and justify with evidence. Use PEE (Point, Evidence, and Explanation) to support inferences.</p>	<p>Discuss how the structural and presentational choices impact on meaning, theme and purpose.</p> <p>Discuss and evaluate texts, commenting on writers' use of words, phrases and language features including figurative language.</p>	<p>Identify the themes and conventions of a range of texts.</p> <p>Discuss/comment on themes and conventions in different genres and forms.</p> <p>Make comparisons and contrasts within and across texts.</p> <p>Discuss viewpoints (both of the author and fictional characters), within a text and</p>
	AR 5.9+		<p>Predict - Predict what might happen from details stated and implied based on:</p> <ul style="list-style-type: none"> themes conventions knowledge about the author genres. 		
	RA 11+		<p>Clarify - Give the meaning of words in context.</p> <p>Explore and explain the meaning of words in context.</p> <p>Distinguish between fact and opinion.</p> <p>Clarify concepts and ideas at sentence, paragraph and whole text level.</p>		
			<p>Question - Ask and answer questions to improve understanding of themes and authorial intent.</p> <p>Secure the skills of skimming and scanning and efficient reading so that research is fast and effective.</p>		



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	<ul style="list-style-type: none">engage actively in book discussions with and without adult support. <p>Respond to reading in a written form, beginning to develop a critical stance.</p>	<p>Summarise - Identify and summarise main ideas from across a text.</p> <p>Identify key details that support main ideas using quotation for illustration</p> <p>Retrieve, record and present key information from non-fiction.</p>		<p>across more than one text.</p> <p>Provide reasoned justifications for opinions about a book.</p>
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<p>GDS: Explore the meaning of new words in context, checking for sense.</p>		<p>Prepare poems and plays to read aloud and perform, to show understanding through intonation, tone and volume so that the meaning is clear to an audience.</p>	<p>Encourage children to select and present pertinent and relevant quotations and references using the headings: <i>Point, Evidence and Explanation</i>.</p> <p>Explore and discuss how to 'read between the lines' for hidden meanings in texts, backing up my quotations and/or use evidence. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.</p> <p>To take into account viewpoints and differing perspectives in a text</p> <p>Discuss and develop an understanding and show how a writer creates or describes different layers of meaning.</p> <p>Lead different reading activities and shared reading discussions, asking questions to improve their understanding. Build on their own and other's ideas, challenging viewpoints.</p>	<p>Give specific comments about a writer's intentions as well as their style.</p> <p>Explain the effect the text has on a reader explaining the writer's purpose and effects of a text such as paragraphing techniques.</p> <p>Identify what a writer is trying to achieve by choosing certain words and sentences including figurative language devices.</p> <p>Discuss, and sometimes evaluate why, a writer has chosen to shape/order a text in a particular way, including flashbacks and foreshadowing.</p>	
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READING STRATEGIES

FLUENCY: so that readers have the ability to read aloud and internally to gain an understanding of the author's message

Proficiency

A Fluent oral reader (an internal reader should therefore be able to do the same)

- Reads and re-reads the text
- Uses different facial expressions to show mood
- Looks up from the text to make eye contact with the audience
- Reads groups of words together
- Changes voices for different characters
- Voice rises and falls, changes pace according to what is happening.

Teaching Strategies	Echo	<ul style="list-style-type: none"> • Teacher with small group reading a text a sentence at a time. Children read same sentence • Use of expression to convey meaning • After practice children read fluently by themselves & receive feedback • Gradually work towards to full paragraph
	Shadow	<ul style="list-style-type: none"> • Same as for Echo but whole paragraph read expressively by teacher • Then read teacher and group • Then individual students read & receive feedback
	Assisted	<ul style="list-style-type: none"> • 1:1 with modelling where required. • To develop fluency if the child gets stuck on a word it is given (decoding would be taught and used elsewhere – the emphasis here is on the child's fluency and confidence
	Choral/Shared	<ul style="list-style-type: none"> • Larger group. Text that all can see • Reading modelled with expression for different parts • Smaller groups have different parts/voices including sound effects
	Recording assisted	<ul style="list-style-type: none"> • Child/group listen to and then afterwards read along to pre-recorded (commercial or teacher/volunteer recorded) with text in front of them • Continue until fluent with text chosen then remove recording
	Reader's	<ul style="list-style-type: none"> • Small group/pair practising oral performance of a script.



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	Theatre	<ul style="list-style-type: none"> • Focus is on interpreting the script with expression rather than memorising it.
	Radio Reading	<ul style="list-style-type: none"> • Small group present/record rehearsed text to peers who act as audience and provide feedback • Children develop marking key to prompt them how to speak e.g. P==pause, E=emphasise, F= show feelings, LV = loud voice, W=whisper etc • Can be used with questions to develop further understanding of the text
	Poetry Club	<ul style="list-style-type: none"> • Forum for performing poetry to a group with children exploring different ways of presenting – pace, intonation, different voices and expression for effect
	Buddy Reading	<ul style="list-style-type: none"> • Using older readers (including those who find reading difficult but would find this a more acceptable way of reading younger age texts) to model fluent reading to younger children using the echo/shadow/assisted methods above.
ENGAGING & CONNECTING	to connect prior knowledge and understanding with new learning and experiences creating enjoyment and challenge.	
<i>Proficiency</i>	<p>An engaged reader:</p> <ul style="list-style-type: none"> • Understands texts through making strong connections between their prior experiences and knowledge with new information within the text • They do this continuously as they read a text • They understand that not all connections are relevant, and they need to limit to the most important that help them understand • They will often use the phases ‘This reminds me...’ ‘I remember when...’ ‘This is linked to....’ 	
Connecting	Connecting with the Text	<ul style="list-style-type: none"> • (See also Connect 5) • Provide children with post-it notes as they read a text. As they feel a connection they place it by this part with an image/word to remind them • It can be about personal experiences, other texts, particular words/vocab/ similar characters, some knowledge they know or have done • After reading they can complete sentence stems – ‘This story reminds me of when.... This story reminds me of another story....’ ‘It has helped me to understand this text by already knowing... etc’
	KWLA Charts	<ul style="list-style-type: none"> • What is KNOWN before reading, WHAT they would like to find out, What they have LEARNED by the end, What further questions they would now like to ASK • Adapt – what would be the best search words on a computer?



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	Think and Share	<ul style="list-style-type: none">• Small groups think of the key events of a story/biography• They link to the thoughts/feelings/actions of different characters individually or in pairs• Use Jigsaw group work or Connect 5 and Freeze Frames to make further connection across the class
	Linking Lines	<ul style="list-style-type: none">• Makes connections between different favourite texts• Children talk about/re-read favourite texts• Put titles of each in different parts of a large sheet.• Children then make connections by drawing lines between the different titles and write what that connection is.• Share connections with another group• Adapt – make links to different films/TV/ experiences
		<ul style="list-style-type: none">•
PREDICTION	Activating their prior knowledge to be able to suggest and then refine what might happen in the new material in the text being read	
<i>Proficiency</i>	A proficient predictor will <ul style="list-style-type: none">• Use clues within the text: pictures, illustrations, subtitles and plot to suggest what might happen• Use clues drawn from their own prior knowledge such as the author, type of text form or content• As they read refine and adjust their predictions as they gather more information and new connections• Be able to justify their suggestion using explanations drawn from clues e.g.: “from what I know about fishing I don’t think that he will be able to catch a shark with that size line and hook....now I know that they are small sharks and that the line is made of a special substance I think he will...”	
Teaching Strategies	Split Images	<ul style="list-style-type: none">• Pairs with different pictures/illustrations taken from a text that has a strong, progressive plot.• Pupil A describes picture without other seeing ‘<i>There are two cats in a basket. One is sleeping, the other has a bandage on its paw</i>’• Individually or as a pair they can then talk about a prediction from questions that are forming... I wonder why one cat has a bandage. “<i>I think the cat hurt its paw by putting it in a mousetrap</i>” “<i>I think differently...</i>”• Alternate the describing and predicting• Review their predictions at the end with what happened in the text – <i>did they change their prediction? What made them do this?</i>



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	Personal Predictions	<ul style="list-style-type: none"> • Builds expectations of a text by activating their background knowledge & preview material before reading. It also teaches the process of revising thinking as we get to know more about the text. • Individually or in pairs look at title, author & cover page and record an initial prediction • Provide a selection of key words/vocabulary from the text and ask in pairs to sort into categories. Does this change their prediction – record and discuss this change – why? Justify • Having read the text go back to predictions and compare/reflect – what gave the strongest/misleading clues
	Check the Text	<ul style="list-style-type: none"> • Provide pairs with a page that only has pictures, diagrams or photographs – with the text hidden e.g. explanation text/newspaper • Ask children to create text that they think matches • Compare with the original version and discuss the similarities and differences.
	Crystal Ball	<ul style="list-style-type: none"> • Draws on explicit and implicit information from a text to speculate about a character’s future • Give groups different characters from a text once it has been read. Get them to pool all of their information about this character • Group to suggest a future for their character which they share with the other groups • Set up a dynamic where other groups ask questions / once all different characters have been completed are there connections between the character’s futures to suggest a further plot?
	Think Sheet	<ul style="list-style-type: none"> • Using the title of chapters/ headings of non-fiction books create questions e.g. What is the ozone layer? • Children in pairs discuss before they have read the text what the text might say and record on their think sheet • After reading the text what was the actual information? - compare
	Extended Anticipation Guides	<ul style="list-style-type: none"> • Write a series of statements drawn from a text. These should also contain key misconceptions about a topic e.g. Some animals grow a new body part where one has been lost • Ask them to pit true or false next to this and discuss with a partner why they think this. • Let them read the text and confirm or reject their prediction – showing the evidence they have now got from the text.
INFERENCE		Goes beyond the literal meaning of the text. It draws a conclusion or a logical judgment on the basis of circumstantial evidence and prior knowledge rather than on the basis of direct observation or facts (which would be systematic deduction).
<i>Proficiency</i>	<ul style="list-style-type: none"> • Readers create their own interpretations of a text based on <ul style="list-style-type: none"> - Known information (literal text) - Their own prior knowledge - Assumptions from what might be implied by the text or the situation a character is in • Understand that their inferences may not be confirmed one way or the other by the writer at the end of the text 	



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Teaching Strategies	Character self-portrait	<ul style="list-style-type: none"> • Combines information from a text with prior knowledge but allows for opinions/inferences/interpretations • Framework of sentence stems related to text (varied according to text) e.g. My personality is, I eat, I live • Children then discuss relating to a chosen character and complete stems. • Children compare what was actually evidence from the text and what they have assumed and why
	Interviews (Hot seating)	<ul style="list-style-type: none"> • One role play, a partner/group ask questions which have been prepared to draw out things that are known & unknown about the character from the text. • Discussion- Which parts of the text influenced the answers?
	Rating Scales	<ul style="list-style-type: none"> • Children select character attributes e.g. bossy, friendly, emotional then list the opposite of each trait • Discuss the traits and they then rate e.g. cowardly ←very, a bit, neither, a bit, very→ brave • Justify to partner • Adapt – do this at different points in the story – have they changed? <ul style="list-style-type: none"> - Different perspective – does another character have a different view?
	Report Card	<ul style="list-style-type: none"> • Children write an end of term report on a chosen character. Teacher or they decide the ‘appropriate subject areas’ relevant to that character e.g. Little Red Hen • Children write a comment based on their knowledge and opinion • Adapt – would a different character give a different report and comments?
	What’s my Point of View?	<ul style="list-style-type: none"> • Children list key events from a text and questions that can be asked e.g. Boy Who Cried Wolf – which way was the boy looking and why? • They take parts for different characters – the boy, villagers, sheepdog, wolf to provide answers from different perspectives • The ‘character’s then share their views • This can be linked with freeze frames and forum theatre to discuss the different viewpoints and what is inferred.
	Developing Dialogue	<ul style="list-style-type: none"> • Using a freeze frame in a situation (such as in What’s my Point of View above) the children can role play what characters might be saying to each other based on the type of character they are • They can write these down as a script or perform to the class who can work out what was ‘known’ and what was ‘inferred’
CLARIFYING (including synthesising & creating images)	helps readers to bring together information from different sources to put together like a jigsaw, to keep track of and monitor what they have read.	



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<i>Proficiency</i>	<ul style="list-style-type: none"> • Efficient readers use all their senses to create an image in their head based on their prior knowledge, helping them to make sense of and understand a text. • They go through process of mental checking of whether new information they are reading makes sense with what they already know and whether it has changed • They synthesise other reading strategies of connecting, comparing, determining importance and questioning to monitor their understanding 		
Teaching Strategies (Creating images/making sense)	Picture this!	<ul style="list-style-type: none"> • Children listen to a text/read it without seeing any illustrations. It needs to have a strong setting/ character/ non-fiction description/explanation • Children then draw/create a visual representation of the image that has been created by them of these words • Children compare their images and discuss why they might be different based on their prior knowledge 	
	Connect 5	<ul style="list-style-type: none"> • A key piece of text is chosen • An A4 page is split into 4 boxes entitled with a fifth box in the centre • – What I See/ Touch/ Emotions/ Hear/ Connects • Children then draw/put in words against each of these senses in the 4 areas • Children put any experience they have had that connects and put this in the middle • They can discuss the similarities and differences and why this might be so based on their prior experiences and the way they are 'clarifying the text to themselves. 	
	Post - it	<ul style="list-style-type: none"> • Children have post it notes as they read text. • As they come to a key bit of information that has a strong image, they stick a post it on it. They can then draw/write brief notes on the image • Discuss how these have helped them understand the story/non-fiction 	
	Changing Images	<ul style="list-style-type: none"> • This helps children understand that as they read their mind is making sense and changing as it receives new information • Read a text that has a strong image and which you know will change as more as read. • Stop after the first part and ask them to create a mixed drawing with some key words phrase that represents the image in their head. Discuss this with a partner who might have picked up other information – they can alter theirs. • Read on and stop after a change has occurred. Children can either re-draw the scene or add to theirs (perhaps in a different colour). Repeat as required • Discussion with partners / groups as to how their image has evolved and why? What were the main changes? 	
Open Mind	<ul style="list-style-type: none"> • Pick a key turning point in a story/biography where there is likely to be an emotional wrestling/decision • Children fold paper in half. They draw character on one side but then put a heart, speech bubbles and thought bubbles on the other side which they can put known information in and inferences to help them make sense of /visualise a deeper picture 		



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		<p>than just the physical image, revealing thoughts and emotions (which might be different to what they are saying!)</p> <ul style="list-style-type: none">• (This can also be acted as a 'drama' picture freeze frame with children then bringing up words on hearts/speech bubbles, thought bubbles to build and clarify a picture)
	Information Images	<ul style="list-style-type: none">• After reading an informational text ask students to create a visual image representing the key parts/process• Use their poster to explain to others what they have found out• Compare with others or ask them to represent the image in two different ways
Teaching Strategies (Synthesizing)	Turn On the Lights	<ul style="list-style-type: none">• Makes children consciously aware of how they are piecing information together as they read.• Put separate mind map bubbles on a page for key questions – How? When? Where? Who? What? Why?• As they read stop after a section and then add information to their mind maps• Discuss and share noting similarities and differences – poach other's information to show a growing picture emerging of the story/ biography etc
	Emotional Events	<ul style="list-style-type: none">• Enables the children to link key events with the pace and emotion of a story• Draw the two axis of a line graph with emotion/tension/action on the left-hand side vertical graph. Along the horizontal children put in separate places the key events on the story.• Discuss each event in terms of its emotion/tension/action and whether this is heightened or lessened in comparison to other events. Place dots and then join to create the line graph creating a 'tension graph'• Discuss how this shows how the plot is fitting together and engaging the reader• Adapt – using the writing technique list can they plot how the author has created this feeling<ul style="list-style-type: none">- Compare with other texts
	Great Debate	<ul style="list-style-type: none">• Enables the drawing together of all the information sources they have been using• Create an open ended 'debate' question• Individuals, pairs or groups then take sides and collate the information for and against
	Synthesis Journal	<ul style="list-style-type: none">• With careful modelling shows how a complex process of gaining information form different sources can be brought together.• Children find/are given 2-3 (increase to make more complex) different sources of information on a topic. Children begin to select themes that are appearing (will need to be guided initially)



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		<ul style="list-style-type: none"> • They then plot the different information from sources using the grid which they can then organise and write up together to form 'My synthesis' <table border="1" data-bbox="629 280 2132 443"> <thead> <tr> <th>Theme</th> <th>Source 1</th> <th>Source 2</th> <th>Source 3</th> </tr> </thead> <tbody> <tr> <td>Clothing</td> <td>•</td> <td>•</td> <td>•</td> </tr> <tr> <td>Food</td> <td>•</td> <td>•</td> <td>•</td> </tr> <tr> <td>Work</td> <td>•</td> <td>•</td> <td>•</td> </tr> </tbody> </table>	Theme	Source 1	Source 2	Source 3	Clothing	•	•	•	Food	•	•	•	Work	•	•	•
Theme	Source 1	Source 2	Source 3															
Clothing	•	•	•															
Food	•	•	•															
Work	•	•	•															
QUESTIONING (including comparing)	Efficient readers continually think of questions before, during and after reading to assist them in understanding the text and engaging actively with it. As readers identify similarities and differences by connecting to their own experience and knowledge this helps to raise comparative questions (to themselves, to other texts and to the wider world)																	
<i>Proficiency</i>	Proficient self-questioners: <ul style="list-style-type: none"> • Are active readers, asking questions as they go in search of answers (and realise that they may or may not be in the text) • They ask questions before, during and after reading • The questions are varied and relate to content, style, structure, importance, events, actions, inferences, predictions, author's purpose, clarifying meaning, techniques the author is using, awareness of their own connections/emotions. 																	
Teaching Strategies Questioning	Clouds of wonder	<ul style="list-style-type: none"> • Pairs read a page of a key text together • Put 5-6 thought bubbles on a page with the words I wonder.... • Pairs then agree questions/wonderings they have e.g. I wonder why she has a scar? • Pairs share with another pair to see different 'wonderings' • Continue on through the text – do they have new wonderings? Are some of their wonderings now answered? 																
	Stop and Think	<ul style="list-style-type: none"> • Create a card (below) sufficient for children to have three each which they can place randomly in their book/text. • When they get to these places it encourages them to ask questions • Children can then explain and share their questions with a partner <div data-bbox="817 1265 1854 1401" style="border: 1px solid black; padding: 10px; margin-top: 20px;"> <p style="text-align: center;">Stop and Think Card</p> <p>Do I understand what that was about?</p> <p>Were there any parts I didn't understand?</p> <p>Could I explain what I've just read to someone else?</p> </div>																



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		What might the next part be about? Are there any questions I need to have answered? Great! Read On!	
BDA Questions		<ul style="list-style-type: none">• BEFORE, DURING and AFTER helps the generation of questions which sets a purpose for their reading which can also be shared as pairs or as a whole class.• Model the forming of questions and key question words – Why? How? When? If? Etc• Link with other skills such as scanning subheadings etc to give an overall impression of the text and what questions they might ask• Stop at key points for further questions during the reading to be added• Are they left other questions at the end – have any been answered?	
Written conversations		<ul style="list-style-type: none">• Pairs. A sheet of paper each. Each writes a question of the other they have after reading a text.• Swap sheets and each gives a written answer• Write back and forth then about the same topic as a conversation would recording their further thoughts,	
Venn Diagrams		<ul style="list-style-type: none">• Completing a Venn Diagram on a character / discussion texts allows for similarities and differences to be revealed• List all the things known about two different characters• Place them into the Venn diagram• Compare with other groups	
Like or Unlike?		<ul style="list-style-type: none">• Makes connections and comparisons between what they know and characters that are represented.• Select a character and their role e.g. Ben is a Teenage boy• Before reading ask them to discuss all they know about real-life people who have this role – what are they like• Compare with the character in the story once read and discuss• Adapt – how could the author have changed the character?	



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Comparing		
SUMMARISING (including determining importance)	A process of reducing a large piece of text by identifying and recording the main points linked to its purpose	
Proficiency	<p>A proficient summariser is able to</p> <ul style="list-style-type: none"> • Read a text and note the main points/issues/features linked to the main purpose of the text or what they need as a reader • They are then able to paraphrase this into their own words in succinct form 	
Teaching Strategies	Oral Summaries	<ul style="list-style-type: none"> • Groups read a section of text. • Together they discuss/highlight what the main points are • Present to other groups and compare
	Reciprocal retells	<ul style="list-style-type: none"> • After children Identify main themes of a non-fiction text or events of a story in groups. • Individually they take on of the themes and events and bullet point the key aspects of that event/themes • They then tell each other and analyse is there too much/too little information
	Skeleton Babble Gabble	<ul style="list-style-type: none"> • After reading a story that children are beginning to know well pair them A and B. (First occasion they may need pictures/main events on board to support • Tell them they have a minute to retell the story • A starts to retell the story – teacher after 10/15 secs shouts @Change’ and B takes over from where A left off a so on until the minute is up. • Children are having to condense to the skeleton of the story which is helpful prior to a story mapping/planning stage • Adapt – when you then need the richness of the story language take off the time limit and they need to retell using as much as they can remember. Early finishers swap over B becomes A so is telling different part of story <ul style="list-style-type: none"> - Children can begin to add their own ideas in the retelling – change the plot structure as they begin to innovate
	Main Idea Sort	<ul style="list-style-type: none"> • Identify key words and phrases to support summaries/ main concept • Cut these and put randomly with group. • After reading children then resort into an order that outlines the text, showing their relationship
	News Report	<ul style="list-style-type: none"> • Children ned to know main features of news reports and can then turn a story/ key event/ scientific breakthrough into a news story which will need to detail to the reader a summarised version



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	66 words	<ul style="list-style-type: none"> • Children have grid with 66 rectangles in. • Challenge them to retell story/text in 66 words. • What was left in, what was taken out? Compare • Can they do it in 55? 44? Whilst still making sense?
Determining Importance	Famous Five	<ul style="list-style-type: none"> • Children read a text in a group – they discuss and decide which are the most important words for the understanding of the text. • Adapt – link with scanning – provide the 5 words and they have a time challenge to find them in the text <ul style="list-style-type: none"> - Provide them with 10 – they need to condense down to 5 and justify their reasons
	VIPs	<ul style="list-style-type: none"> • Very Important points • Children have thin strips of post-its which they place on what they consider the most important points. • Compare with another group – what is different and why? • Adapt – what if they had to take two away?
	Main Idea Pyramid (also diamond 9)	<ul style="list-style-type: none"> • Children either create or are given 9 main ideas for a text. • They have to sort the most important to go at the top of the pyramid and then the layers below • Adapt – include some ‘irrelevancies’ <ul style="list-style-type: none"> - Change the pyramid now to a tower and argue why one is more important than another.
SKIMMING	Glancing through material to gain a general impression or overview of the content rather than the detail to see its relevance	
<i>Proficiency</i>	Proficient readers scan: <ul style="list-style-type: none"> • To gain a quick overview of the purpose of the text and what it contains • They assess quickly whether it is relevant for their purpose using titles and subtitles, illustrations • Decide which parts need to be read in more detail and which do not • Activate their prior knowledge of text types and content 	
Teaching Strategies	Picture Flick	<ul style="list-style-type: none"> • Taking a brief look at illustrations of a text prepares readers as well as stimulating prediction and connections • Look at front cover, title • Glance through text titles and illustrations • Predict the ‘story’ at this point and think what will happen next
	Graphic overlays	<ul style="list-style-type: none"> • Helps to clarify the text organisation that might otherwise be very ‘busy’ • Take a non-fiction text with lots of features on a page. • Get a clear overlay (Overwrite if on screen) and with marker pens draw around different sections naming them – e.g. Map, Title,



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		picture, quote, sub-heading etc															
	Sneak preview	<ul style="list-style-type: none"> Let the children explore the text and then bring evidence (either written or oral) of what they have found within a 2-3-minute time frame. Who has got too detailed? Who already has the best overview? What method did they use? 															
SCANNING	Glancing through material to locate specific details such as names, places, dates which the reader requires without having to read everything.																
<i>Proficiency</i>	Proficient readers <ul style="list-style-type: none"> Locate information quickly and efficiently through choosing specific methods Understand how the text is organised and whether there are quick entry methods e.g. index, contents, glossaries Know how to 'flick' through with the conscious thought of having a particular phrase, starting letter, symbol (such as speech marks) to find information Use picture clues to find information 																
Teaching Strategies	Hunt the text	<ul style="list-style-type: none"> Create a variety of challenge cards that act like a quiz where the children will have to find a specific piece of information quickly. They can be done one at a time whole class or given a set time to work through a set of 5/10 with first to finish. Set the questions so that they have to go to different parts of the text to locate information Discuss what their strategies were and build a bank of scanning strategies Adapt – children could set each other their own quizzes 															
	Scan the room	<ul style="list-style-type: none"> Helps the children to understand that their eyes can be told to look for specific things and track around a room as well as a text. Teacher can 'hide' things that are just visible or set questions for them to find something e.g. purple/with a Y in it/particular book title etc Children remain in their seats – first to see it wins What strategies have they used? 															
	Retrieval Charts	<ul style="list-style-type: none"> Helpful to use where children need to collect categories of information The chart is set out for them to find specific information that they will then use to compare – e.g. wild cats <table border="1" style="margin-left: 40px;"> <thead> <tr> <th>Animal</th> <th>Size</th> <th>Colour</th> <th>Speed</th> </tr> </thead> <tbody> <tr> <td>Tiger</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Lion</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Cheetah</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Animal	Size	Colour	Speed	Tiger				Lion				Cheetah		
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	QI - Quite Interesting	<ul style="list-style-type: none">• Identifies and clarifies new vocabulary• Ask children to skim a new text to identify key vocabulary/words they don't know• Take suggestions from contextual clues as to what they might be• Use dictionaries/glossary to then help children understand new word meaning before fully reading the text so they have more understanding• Are there different meanings? Is this the right one?• Build up a vocab and meaning list for the topic for display, use on their tables.



Talk for Writing/ The Write Stuff

At RCPA we will use Pie Corbett's Talk for Writing as the prime approach for our English lessons in Reception and Key Stage One. Pupils will be taught a range of genres including fiction, non-fiction and poetry.

In the Nursery, Talk for Writing starts with opportunities for each child to orally tell an adult a story. A familiar adult will scribe or record the child's voice and put it in a book to share in class and read again and again. Children will be encouraged to add drawings or photos in the book as they play with toys linked to their story. As the year progresses the development of their storytelling will increase in volume and quality of word choices!

In Reception we will introduce pupils to a three weekly planning unit with weekly activities to include acting out stories and making up stories. As the year develops the planning process will look more like Year One.

In KS1, pupils will take part in three week units learning different non-fiction and fiction texts. Planning is adapted based on children's misconceptions alongside learning a basic story using a text map and actions - hearing, saying, seeing and moving. In the innovation stage pupils will make changes to the text to make it their own. They will alter and draw their own story map, retell own versions by recording voices, an adult scribing or children to write own version alongside shared writing to create a class story. In the invent phase, pupils are encouraged to make up their own story independently, drawing on own life experiences and stories. They will complete a hot task to show learning from the unit. Through the sequence of learning spelling and grammar skills will be introduced which link to the text.



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Key Concepts	
Communication	<p>Communication (from Latin <i>communicare</i>, meaning "to share") is the act of sharing ideas, feelings and meanings from one individual or group to another through the use of mutually understood signs, symbols, and behaviours that can result in understanding.</p> <p>People who communicate effectively can:</p> <ul style="list-style-type: none"> • offer and receive ideas, information, thoughts, and feelings in a range of ways • make effective choices about the language to use to suit their audience and purpose • use language fluently and skilfully to present information, express their ideas, and respond to others.
Purpose	a person's reason for writing/speaking, such as to inform, entertain, recount, report, instruct, explain, discuss or persuade
Audience	In writing, the audience is who you are writing for. Knowing who your reader is, you can make choices about what information to include, as well as the tone and language in conveying it so that it has more impact on the reader/listener aligned to its intended purpose.
Writing Sub-Concepts – Genres & Distinctive Language features*	
Fiction	<p>Fiction generally is a narrative (story) form, consisting of people, events, or places that are imaginary—in other words, not based strictly on history or fact. Latin (<i>fictiō</i>) “a shaping” “a feigning”</p> <p><i>*See Appendices A and E Knowledge bank for specific language features/devices to be taught by the end of Year 6</i></p>
Non-Fiction	Writing that is about real events and facts, rather than stories that have been invented
Instruction	<i>tells how to do or make something, usually in a sequential way</i>
Recount	<i>Retells events in time order (chronological)</i>
Report	<i>describes the characteristics of things, animals, places or people not in time order (non-Chronological)</i>
Explanation	<i>tells how or why a process happens (or how something works) and often looks at causes and effects</i>
Persuasion	<i>argues the case for a point of view with clear points and elaboration</i>
Discussion	<i>presents a balanced argument eg the case for and against a particular view as in a debate</i>
	<i>*See Appendix B Knowledge bank for specific language features/devices to be taught by the end of Year 6</i>
Poetry	<p>the art of rhythmical composition, written or spoken for pleasure, by beautiful, imaginative, or elevated thoughts. (derived from the Greek <i>poiesis</i>, "making")</p> <p><i>*See Appendix C Knowledge bank for specific language features/devices to be taught by the end of Year 6</i></p>



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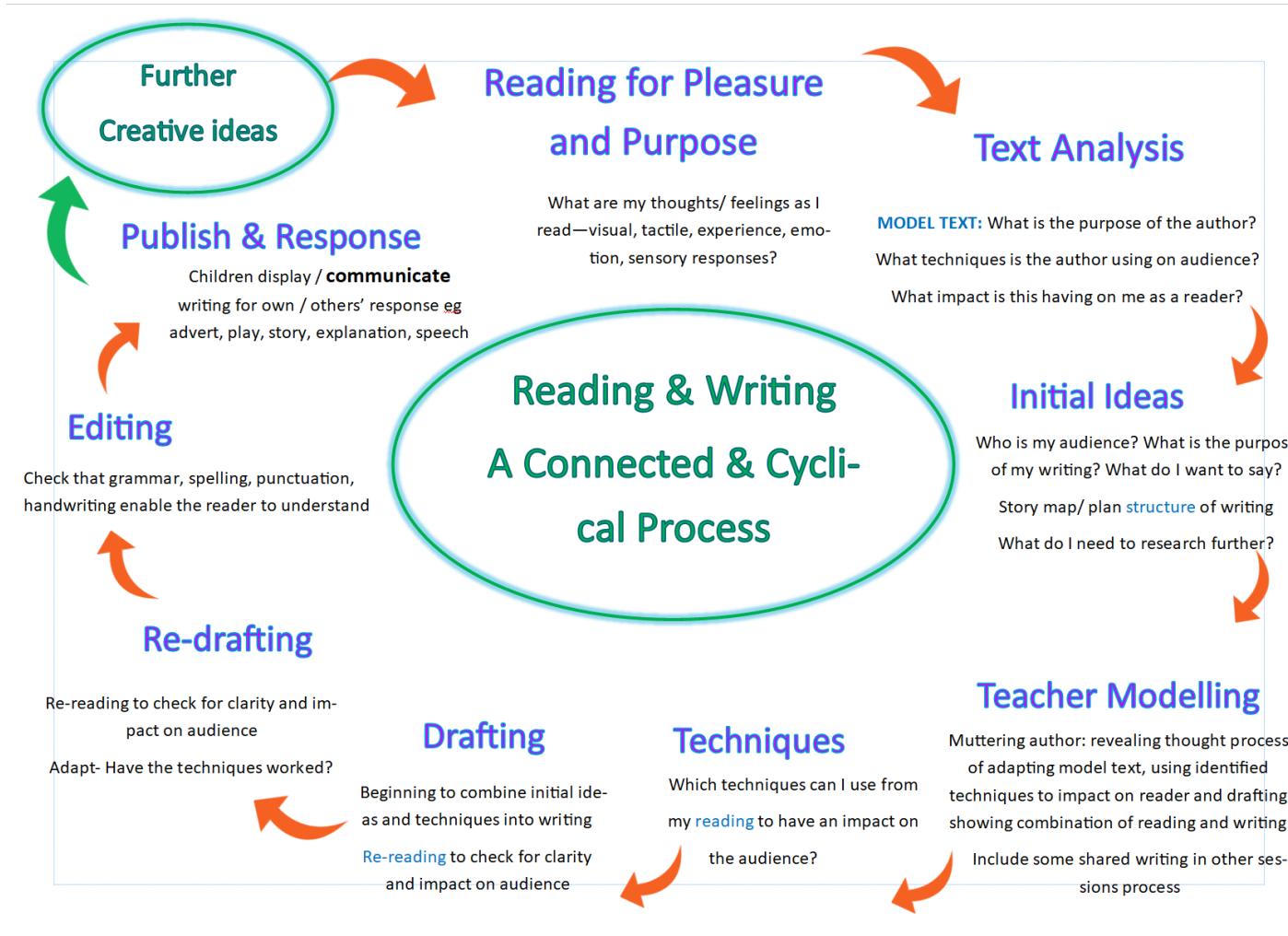
Plays	A play is a work of drama , usually consisting mostly of dialogue between characters and intended for theatrical performance rather than just reading. <i>*See Appendix D Knowledge bank for specific language features/devices to be taught by the end of Year 6</i>
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Developing Reading and Writing Skills – a Connected Process





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Early Learning Goal	Observations might include:
Write recognisable letters, most of which are correctly formed	<ul style="list-style-type: none">• Gives meaning to marks they make as they draw, write and paint.• Shows a preference for a dominant hand.• Begins to form recognisable letters independently.• Uses a pencil and holds it effectively to form recognisable letters, most of which are formed correctly.• Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
Spell words by identifying sounds in them and representing the sounds with a letter or letters	<ul style="list-style-type: none">• Writes own name and other things such as labels, captions.• Can segment the sounds in simple words and blend them together.• Links sounds to letters, naming and sounding the letters of the alphabet.
Write simple phrases and sentences that can be read by others	<ul style="list-style-type: none">• Attempts to write short sentences in meaningful contexts
<i>Compositional Links to Speaking (ELGs)</i>	
<ul style="list-style-type: none">• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher	<ul style="list-style-type: none">• Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.• Uses language to imagine and recreate roles and experiences in play situations.• Links statements and sticks to a main theme or intention.• Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.• Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes.• Able to follow a story without pictures or props.• Listens and responds to ideas expressed by others in conversation or discussion.• Encourage language play linked to familiar stories and action songs



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Writing Progression Statements Evidence Gathering Grid Year 1



Name:		Date/title/text/term/topic					
COMPOSITION: PURPOSE & AUDIENCE	Choose to write for a variety of purposes and in a variety of contexts (secure from Foundation Stage). – Each school put in genres/contexts?						
	Compose sentences orally and in writing.						
	Sequence sentences to form a short narrative or piece of information writing.						
	Use basic descriptive language.						
	Re-read and check writing makes sense.						
	<i>CDS: Use and experiment with new vocabulary in writing</i>						
	<i>CDS: Confident in changing the way sentences start to interest reader</i>						
GRAMMAR	Choose to write for a variety of purposes and in a variety of contexts (secure from Foundation Stage). – Each school put in genres/contexts?						
	Compose sentences orally and in writing.						
	Sequence sentences to form a short narrative or piece of information writing.						
PUNCTUATION	Demarcate some sentences with capital letters and end punctuation (full stops, question marks and exclamation marks).						
	Use capital letters for names and the personal pronoun 'I'.						
	<i>CDS: Demarcate most sentences with capital letters and end punctuation (full stops, question marks and exclamation marks).</i>						



Writing Progression Statements Evidence Gathering Grid Year 1



TRANSCRIPTION : Spelling/Phonics/Handwriting	Use phonic knowledge and skills from FS and Y1 to spell phonemically regular words correctly and make phonically-plausible attempts at others.						
	Spell many Year 1 common exception words.						
	Spell some words with simple suffixes and prefixes correctly ('un', singular and plural 's' and 'es', verb endings 'ed', 'ing' and 'er', 'est').						
	<i>CDS: Spell almost all Y1 common exception words and some Y2 common exception words</i>						
	Form lower-case letters in the correct direction, starting and finishing in the right place.						
	Form capital letters and digits 0-9.						
	Separate words with finger spaces.						
	Children write on the line						
	Children use pre cursive letter formation						
	<i>CDS : Begin to show basic handwriting joins</i>						

Year 1 Common Exception words:	a, are, ask, be, by, come, do, friend, full, go, has, he, here, his, house, I, is, love, me, my, no, of, once, one, our, pull, push, put, said, says, school, she, so, some, the, there, they, to, today, was, we, were, where, you, your...
	...and/or others, according to the programme used (Y1)



ENGLISH Curriculum Overview



Year 2

Writing Progression Statements Evidence Gathering Grid



Name:		Date/title/text/term/topic					
COMPOSITION: PURPOSE & AUDIENCE	WTS: Write sentences that are sequenced to form a short narrative (real or fictional)						
	EXS: Write simple, coherent narratives about personal experiences and those of others (real or fictional)						
	EXS: Write about real events, recording these simply and clearly						
	QDS: Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing						
	QDS: Make simple additions, revisions and proof-reading corrections to their own writing <small>[From Y2 PpS, this is an expectation for all pupils.]</small>						
GRAMMAR	EXS: Use present and past tense mostly correctly and consistently <small>[From Y2 PpS, including use of the progressive form of verbs.]</small>						
	EXS: Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses						
	From PpS: Add description and specification through the use of expanded noun phrase.						
	From PpS: Write different types of sentences – statements, commands, questions and exclamatory sentences.						
PUNCTUATION	WTS: Demarcate some sentences with capital letters and full stops						
	EXS: Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required						
	QDS: Use the punctuation taught at key stage 1 mostly correctly						

TRANSCRIPTION Phonic	WTS: Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others						
	EXS: Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible						



Year 2

Writing Progression Statements Evidence Gathering Grid



attempts at others							
WTS: Spell some common exception words							
EXS: Spell many common exception words							
QDS: Spell most common exception words							
QDS: Add suffixes to spell most words correctly in their writing (e.g. creat -ness, fish -less, -ly)							
WTS: Form lower-case letters in the correct direction, starting and finishing in the right place							
WTS: Form lower-case letters of the correct size relative to one another in some of their writing							
EXS: Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters							
QDS: Use the diagonal and horizontal strokes needed to join some letters.							
WTS: Use spacing between words.							
EXS: Use spacing between words that reflects the size of the letters.							



ENGLISH Curriculum Overview



Writing Progression Statements Evidence Gathering Grid



Year 3

Name:	Date/title/text/term/topic						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Spring 3		
COMPOSITION: PURPOSE & AUDIENCE	Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing by selecting language that shows awareness of the reader						
	Write using a rich and varied vocabulary. Developing a wider range of sentence structures.						
	In narrative create simple settings, characters and plot using descriptive language						
	Begin to use direct speech within narratives.						
	Use and organise paragraphs as a way of grouping related material.						
	Evaluate the effectiveness of writing and suggest improvements.						
	Proofread for spelling and punctuation (see Y3 age-related expectations for accuracy below).						
	GDS: Create effective settings, characters and plots in coherent narratives						
	GDS: Describe characters effectively beginning to describe emotions and feelings						
	GDS: Beginning to use figurative language within writing (similes/metaphors)						
GDS: Begin to vary sentence openers							
GRAMMAR	Choose language to suit the purpose and audience: Write a range of sentences with more than one clause (subordinate clauses) by using a wider range of conjunctions (<i>when, before, after, while, so because, although</i>) in independent writing.						
	Add detail and precision through expanding noun phrases using modification before the noun (adjective) and prepositional phrases after the noun (secure and extend from Year 2).						
	Use present and past tense correctly and consistently, including use of the present perfect instead of the						



Writing Progression Statements Evidence Gathering Grid



Year 3

	simple past.						
	Express time, place, cause and enhance cohesion using adverbs (<i>soon, therefore, finally</i>) and prepositions, including prepositional phrases (<i>during the night, before breakfast, because of the rain</i>). Begin to use fronted adverbials (words and phrases) To use prepositions for time, place and cause correctly To use adverbs in writing						
	GDS: Use fronted adverbials with accurate punctuation						
PUNCTUATION	Demarcate sentences accurately throughout using capital letters, end punctuation and commas in lists (secure from Year 2).						
	Use inverted commas to punctuate direct speech.						
	Begin to use apostrophes for contraction and singular possession correctly (secure from Year 2).						
	Use commas mostly correctly to mark grammatical boundaries						
	GDS: Use the possessive apostrophe accurately						
TRANSCRIPTION Spelling/Phonics/Handwriting	Spell correctly words that have been previously taught, including... <ul style="list-style-type: none"> common exception words from KS1; previously taught homophones; those with known prefixes and suffixes. 						
	Use and spell correctly many words from the Year 3 / Year 4 spelling list. word endings – <i>tion, sion, sion, ssion, cion, sure, ture</i>						
	Use a dictionary to check spelling where appropriate.						
	Use phonic knowledge and morphology to make plausible attempts at spelling unknown words, spelling some correctly. Spell unknown words using phonic knowledge, knowledge of prefixes and suffixes and etymology (Word list gives examples) e.g. un, dis, in, in, re, sub, inter, super, anti, auto, <i>ation, ly, ous</i>						
	Use joined up writing consistently and independently.						



ENGLISH Curriculum Overview



Writing Progression Statements Evidence Gathering Grid



Year 4

Name:	Date/title/text/term/topic									
COMPOSITION: PURPOSE & AUDIENCE	Write for real purposes and showing awareness of audiences, demonstrating an understanding of and using the main features of different forms of writing and text types.									
	Write using a rich and varied vocabulary appropriate to purpose and form.									
	Write narratives with a clear plot, chronologically sequenced, and describe settings, characters and atmosphere.									
	Make effective choices about using direct speech within narratives.									
	Use paragraphs to organise ideas around a theme, e.g. making use of topic sentence in non-narrative. Sequenced logically.									
	Evaluate the effectiveness of writing and suggest improvements.									
	Proofread for spelling and punctuation (see Y4 age-related expectations for accuracy below). Propose changes to grammar and vocabulary to improve consistency									
	GDS: In narratives, start to develop atmosphere by using techniques such as short sentences to speed up action									
	GDS: Describe characters effectively describing emotions and feelings . Use direct speech in narratives to show character									
	GDS: Use figurative language to create images for the reader									
GDS: Non-Fiction?										



Writing Progression Statements Evidence Gathering Grid



Year 4

GRAMMAR	Choose language to suit the purpose and audience:	Write a range of sentences with more than one clause (subordinate clauses) by using a wider range of conjunctions (<i>when, before, after, while, so because, although</i>).								
		Use of appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition								
		Add detail and precision through expanding noun phrases (modification before the noun and prepositional phrases after the noun) To use prepositional and adverbial phrases correctly								
		Make accurate use of present and past tense including simple, progressive and perfect forms (secure from Year 2 and 3). To use most verb tenses correctly								
		Use Standard English verb inflections, instead of local dialect forms (<i>we were</i> instead of <i>we was</i> ; <i>i did</i> instead of <i>i done</i>).								
		Express time, place, cause and enhance cohesion using adverbs and adverbials, sometimes fronted adverbials, including prepositional phrases (e.g. <i>therefore, soon, finally, before dark, during break, in the cave, because of Fred</i>).								
PUNCTUATION	Demarcate sentences accurately throughout using capital letters and end punctuation (secure from Year 2).									
	Use commas after fronted adverbials and to mark clauses in complex sentence structures									
	Use inverted commas and other punctuation to indicate direct speech accurately.									
	To use brackets for parenthesis									
	Use apostrophes correctly (contraction, singular and plural possession). (eg. <i>girls' girl's</i>) and using the possessive apostrophe with plural nouns (including irregular plural nouns) GDS: Use commas and/ or ellipsis to create greater effect in writing									



Writing Progression Statements Evidence Gathering Grid



Year 4

TRANSCRIPTION Spelling/Phonics/Handwriting	Spell correctly words that have been previously taught, including... <ul style="list-style-type: none"> • common exception words from KS1; • previously taught homophones; • those with known prefixes and suffixes. 								
	Use and spell correctly most words from the Year 3 / Year 4 spelling list.								
	Use phonic knowledge and morphology to make good attempts at, and check the spelling of, unknown words. Spell many unknown words using phonic knowledge and knowledge of suffixes and prefixes (Word list gives examples) e.g. <i>un, dis, in, im, re, sub, inter, super, anti, auto, tjo, ojo, ciao, thrs, ly</i> .								
	Begin to use 'a' and 'an' correctly								
	Use joined up writing consistently, independently and fluently with increasing consistency. Joined writing is legible, with all letters the same height and correct distance apart from each other								



ENGLISH Curriculum Overview



Writing Progression Statements Evidence Gathering Grid



Year 5

		Date/title/text/term/topic					
Name:							
COMPOSITION: PURPOSE & AUDIENCE	Write for a range of purposes and audiences, selecting language that shows some awareness of the reader (e.g. simplifying vocabulary for a young audience; maintaining impersonal language in a more formal information text). (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) and using other similar writings as models for own.						
	Plan and draft writing making choices about: Audience, Purpose, Form						
	In narratives, describe settings, characters and begin to develop atmosphere ('show not tell').						
	Use dialogue in narratives to convey character or advance the action.						
	In non-narrative maintain an appropriate style and vocabulary to maintain the reader's interest throughout.						
	Use thesauruses to develop vocabulary.						
	Select and vary vocabulary and grammatical structures that reflect the level of formality.						
	Use a range of devices to build cohesion within and across paragraphs: <ul style="list-style-type: none"> secure the use of pronouns or nouns within and across sentences to aid cohesion and avoid repetition; link ideas using adverbials of time, place and number; link ideas using tense choices (e.g. <i>he had seen her before</i> instead of <i>he saw her before</i>). To use sub-headings for text organization 						
	Make choices in drafting and revising writing, showing understanding of how these enhance meaning.						
	Proofread for spelling, punctuation and grammatical errors (e.g. subject/verb agreements, tense use).						



Writing Progression Statements Evidence Gathering Grid



Year 5

GDS: When appropriate, close text with reference to its opening							
GDS: Experiment with sentence order for impact on the reader							
GDS: Begin to experiment, when writing independently, by making choices such as using hybrid texts							
GDS: Non-Fiction?							

GRAMMAR	Choose language to suit the purpose and audience:	Use a range of verb forms, particularly the perfect, to mark relationships of time and cause. Use the correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register						
		Use varied vocabulary and begin to create figurative language devices to have an impact on meaning and create effect such as adverbials, including prepositional phrases, to add detail, qualification and precision Use the passive voice to affect the presentation of information in a sentence.						
		Use modals and adverbs to indicate possibility. To use active and passive verbs according to context						
		To use prepositional and adverbial phrases accurately using punctuation and to have an effect on meaning						
		Convey complicated information concisely by using pre- and post-modification of nouns, including relative clauses.						
		Use a range of clause structures, sometimes varying their position within the sentence for effect (secure and extend from Year 4). Use a variety sentence structures in writing to begin to have an effect on the reader Use relative clauses beginning with: who, which, what, where, when, whose, that or with an implied relative pronoun						
Use expanded noun phrases to convey complicated information concisely by use of prepositional phrases and relative clauses (including or omitting the relative pronoun) to add detail, qualification and precision								



Writing Progression Statements Evidence Gathering Grid



Year 5

	Consolidate all the rules for direct speech and understand the difference between direct and reported speech and securing the appropriate layout GDS: Begin to use different verb forms to create different effects in writing						
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PUNCTUATION	Demarcate sentences accurately throughout simple, compound and complex sentences, using commas, capital letters, full stops, question marks, exclamation marks and the punctuation of direct speech (secured from Year 4). Punctuating simple, compound and complex sentences accurately.						
	Indicate parenthesis using brackets, commas or dashes and colons to introduce a list. Begin to use semi colons, dashes, colons and hyphens						
	Bullet points to list information						
	Use punctuation to ensure meaning is clear, particularly commas for clarity, to embed clauses in more complex sentences. GDS: Begin to use punctuation for different effects in writing						

TRANSCRIPTION Spelling/Phonics/Handwriting	Spell correctly words that have been previously taught, including... <ul style="list-style-type: none"> common exception words from KS1; Year 3/4 statutory words; previously taught homophones. 						
	Use and spell correctly most words from the year 5 / year 6 spelling list.						
	Make good attempts at, and check the spelling of, some uncommon or more ambitious vocabulary. Maintain legibility and increasing speed in joined handwriting when writing at speed.						



ENGLISH Curriculum Overview



Coverage of Writing Genres			
Fiction (suggested texts)	Reception	Year 1	Year 2
Quest / Adventure tale			Mixed Up Fairy Tales: Hilary Robinson Traction Man
Beat the monster	Jack and the Beanstalk The Three Little Pigs	Little Red Riding Hood	The billy goats gruff Supertato The Three Wolves and the Big Bad Pig Little Red Reading Hood
Lost and found tale	The Ugly Duckling	Dogger Augustus and his smile	
Fantasy tale	Michael Recycle	Peter Pan The Faraway Tree The Storm Whale	The bear and the piano Flat Rabbit Man on the moon – John Lewis Christmas ad
Repetitive tale	Little Red Hen The Gingerbread Man	We're going on a bear hunt Pumpkin soup The enormous potato/pumpkin/turnip	
Character flaw	The Bad Tempered Ladybird Goldilocks and the Three Bears		
Tale from another culture	Tiddalik	Handa's surprise Anansi and the pot of beans Suelwe Baby Goes to Market	The Tiger Child Anansi stories The Great Kapok Tree We're roaming in the rainforest



ENGLISH Curriculum Overview



Fable including animals in a familiar setting			Ant and the grasshopper The owl who was afraid of the dark
Stories by the same author		Enid Blyton Roald Dahl	Terry Deary Terry Pratchett Dick King-Smith
Non - Fiction	Reception	Year 1	Year 2
Recount		Trip/visit Our trip to the woods On safari- travel journal	Biography of a significant person e.g. Florence Nightingale, Amelia Earhart
Instruct	Use photos to create a recipe to make a gingerbread man	Instructions for cooking How to catch a dragon	How to Catch Santa The Slime Book: All You Need to Know to Make the Perfect Slime Grow Your Own Lettuce Snow in the Garden by Shirley Hughes
Explain	Description of photographs from the past Life cycles of frog/butterfly	Animals From seed to sunflower Seasons What is fairtrade food? Bees; why are they important?	Explanation text of the rainforest Why do insects matter? Reptiles
Inform	Information text of Great Fire of London	Letter writing/postcards e.g. Meerkat Mail, The Jolly Christmas postman, letters to Santa	Outdoor Wonderland Text on hibernation Excuse letters e.g. Dear Teacher, The Day the crayons quit
Persuade	Travel brochure to visit Australia	Ships for sale Ice planet persuasive leaflet	
Discuss			Should we protect the rainforest?



ENGLISH Curriculum Overview



Poetry	Reception	Year 1	Year 2
Counting songs and traditional rhymes	The Owl and the Pussycat	A sailor went to sea The cow jumped over the moon	London's Burning
Poems on a theme	Firework poetry Mad about Minibeasts Pirate Pete (Zim Zam Zoom)	Senses Animals Funny poems	Family Monsters Dinosaurs Tell Me a Dragon by Jackie Morris
Wishing poems		Magical wishes, I Wish... Poems (lets-explore.net)	
Calligrams			Linked to topic
Acrostic poems		Acrostic poems linked to food, drink, animals etc	Acrostic poems linked to topic e.g. rainforest
Kenning poems		Linked to animals, fireworks	
Songs and poems with repeated /repetitive patterns	I love bugs 10 dancing dinosaurs by John Foster	Oi frog When I am by myself	
Humorous poems			Aliens Stole My Underpants Old Mother Hubbard
Poet study (comparing poems on the same theme)			J. Agard: The Rainmaker Danced



ENGLISH Curriculum Overview



Fiction (suggested texts)	Year 3	Non - Fiction	Year 3	Poetry	Year 3
Wishing tale	Ratpunzel Chalk by Bill Thomson Wisp: a story of Hope	Recount	Diary of a Roman child A walk in London Diary of Lliona, a young slave	Counting songs and traditional rhymes	X
Warning tale	x	Instruct	My Strong Mind	Poems on a theme	Autumn is here
Beat the monster	The Iron Man/Woman Theseus and the Minotaur	Explain	How Santa Really Works How a robot dog works Are humans damaging the atmosphere? Is Plastic Fantastic? The street beneath my feet	Wishing poems	X
Tale of fear	x	Inform	Newspaper report linked to volcanoes/flood etc Did Romans really eat flamingos? Holiday Brochure Skara Brae	Calligrams	X
Character flaw	x	Persuade	x	Acrostic poems	X
Scary tale / suspense	Escape from Pompeii Wolves in the walls	Discuss	Wheels – cars, cogs, carousels and other things that spin by Tracey Turner	Kenning poems	X
Rags to riches	Cinderella of the Nile The Happy Prince	Report	How to Invent (beyond the Rubik's Cube) by Lyn Huggins-Cooper Muscles and Skeletons Earthquakes	Rhyming couplets	A Child's Garden of Verses by Robert Louis Stevenson
Portal story	x			Songs and poems with repeated /repetitive patterns	x
Change tale	Mimi and the Mountain Dragon by Michael Morpurgo			Humorous poems	There was an old man in a tree, Edward Lear Please Mrs Butler
Meeting tale	x			Poet study	X
Adventure / Quest tale	x			Free verse	A River by Marc Martin
Tale from another culture	Mirror by Jeannie Baker Stone age boy The magic paintbrush			Performance poetry	The Bug Chant, The Torch, The Witches' Brew, Picnic on the M25



ENGLISH Curriculum Overview



Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Why am I so special?	Transport – Are we nearly there yet?	Our Local Area – Why do we have a brand new school?	If you go down to the woods today...	Once upon a time	Our wonderful world
Picture books promoting diversity linked to the topic	All Are Welcome by Alexandra Penfold I Am Enough by Grace Byers The New Small Person by Lauren Child The Name Jar by Yansook Choi So Much! by Trish Cooke Julian Is a Mermaid by Jessica Love The Proudest Blue: A Story of Hijab and Family by Ibtihaj Muhammad I Love My Hair! by Natasha Anastasia Tarple	(Celebration links) Little Glow by Katie Sahota and Harry Woodgate All aboard for the Bobo road by Stephen Davis	Number 7 Evergreen Street by Julia Patton		We're Off To Find A Fairy by Eloise White & Cory Reid	My Friend Earth by Patricia MacLachlan



ENGLISH Curriculum Overview



	And Tango Makes Three by Justin Richardson					
Connective actions to focus on in text maps	after that finally	first next	but later on	and	because	unfortunately
Sentence structure focus	Writing initial sounds and cvc words for labels	Use a story mountain to draw the beginning, middle, end. Write a caption.	Use a story mountain (beginning, build up, middle/problem, problem solved, ending) Write a short sentence to match a picture.	Write a sentence using phonically decodable words and begin to use 'and' as a connective to join two short sentences together.	Introduce words to support the story mountain e.g. once upon a time, one day, unfortunately, luckily, finally.	
Fiction (3 weeks each)	Goldilocks and the Three bears & The Little Red Hen	The Naughty Bus	The Three Little Pigs	Jack and the beanstalk The bad tempered ladybird The very hungry caterpillar	The Ugly Duckling The Gingerbread Man Michael Recycle/Litterbug Doug	Tiddalik Why koala has a stumpy tail, The koala who could
Non-Fiction (2 weeks each)	Funnybones – labels linked to body parts	Information text about Great Fire of London Flashing Fireworks	Writing about photographs of Barnstaple in the past	Information text about Minibeasts e.g, explanation text of frog/butterfly life cycle	Writing a recipe for a gingerbread man	Travel brochure of places in Australia Recount of a familiar event e.g. trip/visitor



ENGLISH Curriculum Overview




Poetry (1 week)	Counting songs and nursery rhymes (linked to Sing Up Music)	Poetry linked to fireworks Share The Owl and the Pussycats	On the road (poetry links) Babcock teaching sequence	Mad about minibeasts I love bugs by Emma Dodd	Pirate Pete (Zim Zam Zoom) shared writing adapted linked to the Queen	That's not my... (Australian animal) Poetry linked to animals/summer e.g. https://childrens.poetryarchive.org/poem/ten-dancing-dinosaurs/ 10 dancing dinosaurs by John Foster
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ENGLISH Curriculum Overview



Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	We are what we eat		Paws, Claws, Wings & Fins		Plunder, Parrots Planks	
Picture books promoting diversity linked to the topic	My pet star by Corrinne Averiss Chapatti Moon by Pippa Goodhart					
Connective actions to focus on in text maps	Recap actions learnt in Reception: and, after that, finally, next, later on, next, but, because, unfortunately Linked to non-fiction: for instance additionally		Linked to <u>non-fiction</u> : furthermore in conclusion		fortunately unfortunately	
SPAG focus	<ul style="list-style-type: none"> - Focus on writing sentences that make sense with capital letters and a full stop e.g. who/ is doing what/what/where or to who(m) e.g. Tom is rolling the ball in the park. Sam kicked the football over the wall. On Wednesday George the giraffe was eating leaves in the zoo. The dirty car parked on the road or the car parked on the dirty road. (Use of colourful semantics if this helps)  <ul style="list-style-type: none"> - Add 'when' words e.g. a long long time ago, on Wednesday - Compound sentences using the conjunction 'and' - Use of adjectives e.g. old, pretty, blue, tall - Repetition for rhythm and description 		<ul style="list-style-type: none"> - Expanded noun phrases using adjectives e.g. a tree next to the house, lots of yummy, cold ice-cream, the castle by the ocean - Use of feelings and emotions e.g. angry, excited, hungry - Suffixes e.g. 'ed' and 'ing' verb endings - <u>Alliteration</u> e.g. <u>dangerous</u>, dragon, <u>slimy snake</u> - Use of conjunctions e.g. and, but, so, or, because, so that, them, that, while, when, where - Punctuation including ?! 		<ul style="list-style-type: none"> - Similes e.g. as... as... - High level vocabulary - Openers e.g. while, when, where, sadly, fortunately, unfortunately - Complex sentences using 'who' e.g. there was an old woman who lived in the forest. - Use of prefixes to change the meaning e.g. unkind, unhelpful, untie 	

Fiction (3 weeks each)	Stories by the same author e.g. Roald Dahl, Enid Blyton	Story with a repetitive structure (adventure) e.g. We're going on a bear hunt, Pumpkin Soup, The enormous potato/pumpkin /turnip	Lost and found story e.g. Dogger, Augustus and his smile,	Traditional tale e.g. Little Red Riding Hood (overcoming the monster) (The Write Stuff), Pinocchio (The Write Stuff)	Fantasy story e.g. Peter Pan, The Faraway Tree, The Storm Whale (The Write Stuff)	Story from another culture e.g. <u>Honda's</u> surprise, Anansi and the pot of beans, <u>Sudwe</u> , <u>Baby Goes to Market</u> by <u>Akinwale</u>
Non-Fiction (2 weeks each)	Non-chronological report e.g. 'from seed to sunflower', Seasons (The Write Stuff)	Postcards /letter writing e.g. Letter to Santa, The Jolly Christmas Postman	Instructions e.g. cooking How to catch a dragon (Pie Corbett text)	Explanations e.g. what is fairtrade food? Bees, why are they important? Microsoft Word - 1. Bee Unit 210922.docx (talk4writing.com)	Persuasion posters e.g. ships for sale, Ice Planet persuasive leaflet (The Write Stuff)	Recount of a familiar event e.g. trip/visitor, Our trip to the woods (The Write Stuff), Travel Journal - On Safari (The Write Stuff)
Poetry (1 week)	Traditional poems e.g. nursery rhymes, a sailor went to sea, the cow jumped over the moon ALLIGATOR PIE - Children's Poetry Archive Requiem for a cat - Children's Poetry ArchiveWint, et - Children's Poetry ArchiveCraven Poem - Children's Poetry Archive	Kenning poems e.g. linked to Christmas, Fireworks list poem (The Write Stuff)	Wish poems e.g. magical wishes, I Wish... Poems (lets-explore.net)	Acrostic poems e.g. food, drink, animals	Poems by heart and performance poetry e.g. use a theme e.g. senses, animals, funny poems	Repeated pattern poems including rhyme e.g. Oi frog, When I am by myself (The Write Stuff)



ENGLISH Curriculum Overview



Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Superheroes		Were they hard times?		Mysteries of the rain forest	
Picture books promoting diversity linked to the topic	Fantastically Great Women Who Changed The World by Kate Pankhurst		Chimney Child: A Victorian Story			
Connective actions to focus on in text maps	Recap actions learnt in Reception and Year 1: and, after that, finally, next, later on, next, but, because, unfortunately, fortunately, for instance, additionally, furthermore, in conclusion		Finally whether or not also		moreover although so that therefore on the other hand	
SPAG focus	<ul style="list-style-type: none"> Expanded noun phrases Simple and compound sentences Using and to join clauses and punctuate correctly. Verbs – comparing past and present tense Sentence types: questions, statements and commands Punctuating sentences using capital letters, full stops, question marks and exclamation marks Subordinating conjunctions (when, as) Alliteration Suffixes e.g. -er, -full, -less, -ness, -est. 		<ul style="list-style-type: none"> Drop in a relative clause: who/which Contractions and use of apostrophes Subordination Vary openers to sentences List of 3 for description Prepositional phrases Expanded noun phrases 'ly' starters followed by a comma e.g. usually, eventually, finally, carefully, slowly etc Embellished simple sentences using: adjectives, adverbs e.g. two adjectives to describe a noun, adverbs for description or information Compound sentences Similes using like Generalisers for information e.g. most, some 		<ul style="list-style-type: none"> Compound and complex sentences e.g. Co-ordination and subordination Expanded noun phrases Questions Punctuating sentences using full stops, question marks and commas in lists or after an 'ly' opener Speech bubbles or speech marks for direct speech Additional subordinating conjunctions: what / while / when / where / because / then / so that / if / to / until Recap suffixes e.g. -less 	
Fiction (3 weeks each)	Quest/Adventure story e.g. Mixed Up Fairy Tales: Hilary Robinson illustrated by Nick Sharratt (Babcock).	Fantasy world story e.g. The bear and the piano, Flat Rabbit, Man on the moon – John Lewis Christmas ad (Babcock)	Beat the monster story e.g. The billy goats gruff, Supertata The three wolves and the big bad pig, Little Red Reading Hood	Fable story including animals in a familiar setting e.g. Ant and the grasshopper, The Owl who was afraid of the dark	Author study e.g. Terry Deary, Terry Pratchett, Roald Dahl, Dick King-Smith	Story from another culture e.g. The Tiger Child - Joanna Troughton, Anansi stories, The Great Kapok Tree, We're roaming in the rain forest

Non-Fiction (2 weeks each)	Recount e.g. biography of Florence Nightingale, Amelia Earhart (Little People, Big Dreams) by Leah Sanchez Vegara (Babcock)	Instructions e.g. How to Catch Santa by Reagan and Wildish and Wildish (Babcock), Snow in the Garden by Shirley Hughes (Babcock), The Slime Book: All You Need to Know to Make the Perfect Slime (Babcock), Grow Your Own Lettuce by Helen Lanz Franklin Watts (Babcock)	(The Write Stuff)	Information Text e.g. Outdoor Wonderland by Jeffery and Lickers Ivy Press (Babcock), non-chronological text about hibernation (The Write Stuff)	Letter writing/newspaper report e.g. excuse letters (Dear Teacher by Amy Husband), The day the crayons quit (The Write Stuff)	Explanation text including flowchart, diagrams Discussion – should we protect the rain forest?	Non-chronological report e.g. Reptiles by Angela Royston from the Animal Classifications Series Raintree (Babcock) Why do insects matter? Microsoft Word - Y2 unit 210922.docx (talk4writing.com)
Poetry (1 week)	Humorous poem e.g. Aliens Stole My Underpants, Old Mother Hubbard	Songs and repetitive poems e.g. London's Burning	Acrostic poem e.g. link to topic	Poems on a theme e.g. family, monsters, dinosaurs, Tell Me a Dragon by Jackie Morris (Babcock)	Calligrams	Poet study – compare poems on same theme e.g. J. ogard The Rainmaker Danced	





Fiction Writing Genres – Purpose, Audience, Structure and Language Features

Fiction	Fiction generally is a narrative (story) form, consisting of people, events, or places that are imaginary—in other words, not based strictly on history or fact.	
	<i>Narrative Forms</i>	<p>i. <i>Traditional & Fairy Tales: A traditional tale is a story that has been told and re-told for many years, and consequently, becomes a story that almost everyone knows. Traditional tales are also referred to as fairy stories or fairy tales, often having imaginary characters with magical powers</i></p> <p>ii. <i>Myths : Often Characterised by:</i></p> <ul style="list-style-type: none">- <i>explains how something happened or why</i>- <i>Good and evil characters</i>- <i>Has Gods in the story</i>- <i>Has fantastical creatures</i>- <i>Supernatural forces are included</i>- <i>Usually uses a classical opening e.g. Long, long ago</i> <p>iii. <i>Legends : Often Characterised by:</i></p> <ul style="list-style-type: none">- <i>Good and evil characters</i>- <i>Has heroes, kings and villains</i>- <i>Used to be passed on orally rather than written</i>- <i>May be based on an element of truth</i>- <i>Has an ending that summarises the outcome</i>- <i>usually refers to individual characters</i>- <i>often about a famous person place or creature</i> <p>iv. <i>Fable - a short story, typically with animals as characters, conveying a moral.</i></p>



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		<p>v. <i>Science Fiction - based on imagined future scientific or technological advances and major social or environmental changes, frequently portraying space or time travel and life on other planets</i></p> <p>vi. <i>Timeslip - Time slip is the plot device in which a person, or group of people, seem to travel through time</i></p> <p>vii. <i>Adventure - Generally involves a journey or quest. Often an important reason for such a challenge in adventure fiction is that what the hero/ine encounters often changes them, whether it corrects a flaw, matures their personality, or gives them a greater understanding. There are considered to be 9 main types:</i></p> <ol style="list-style-type: none"><i>Overcoming the Monster: in which the hero must venture to the lair of a monster which is threatening the community, destroy it, and escape (often with a treasure).</i><i>Rags to Riches: in which someone who seems quite commonplace or downtrodden but has the potential for greatness manages to fulfill that potential.</i><i>The Quest: in which the hero embarks on a journey to obtain a great prize that is located far away.</i><i>Voyage and Return: in which the hero journeys to a strange world that at first is enchanting and then so threatening the hero finds he must escape and return home to safety.</i><i>Comedy: in which a community divided by frustration, selfishness, bitterness, confusion, lack of self-knowledge, lies, etc. must be reunited in love and harmony (often symbolized by marriage).</i><i>Tragedy: in which a character falls from prosperity to destruction because of a fatal mistake.</i><i>Rebirth: in which a dark power or villain traps the hero in a living death until he/she is freed by another character's loving act.</i><i>Rebellion Against 'The One': in which the hero rebels against the all-powerful entity that controls the world until he is forced to surrender to that power.</i><i>Mystery: In which an outsider to some horrendous event (such as a murder) tries to discover the truth of what happened</i>
	<i>Purpose</i>	<i>➤ to entertain the reader</i>



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		<ul style="list-style-type: none"> ➤ <i>to engage the reader emotionally in the characters, time and events so that they imagine they are there watching or even playing an active role in the story</i> ➤ <i>on occasions to explain a particular point of view/ perspective to widen the reader's understanding</i>
	<i>Audience</i>	<p><i>Use what is known about an audience (age, prior knowledge, interests) to decide</i></p> <ul style="list-style-type: none"> • <i>what will entertain them in this form eg : comedy, thriller, horror, love etc</i> • <i>how much background detail is needed about the character, places and time</i> • <i>appropriate level of formality</i>
	<i>Structure</i>	<p><i>Whilst narratives can have basic structures and features –eg Traditional tales: Once upon a time, ‘a beginning, middle and end’ Fables – ‘three times’ the value of a story is that its structural adaptation can often provide greater interest for older readers or be more surprising for younger ones. In essence the structure needs to enable the reader to</i></p> <ul style="list-style-type: none"> - <i>understand the main character and the setting/time the story is in (or changes to in a timeslip).</i> - <i>Be aware of the key issue that drives the plot</i> - <i>Have a series of events/actions that relate to and move the plot on</i> - <i>Draws the themes to a conclusion at the end – even if this is a cliffhanger!</i>
	<i>Language Features</i>	See Narrative Toolkits below in Appendix E

Non-Fiction Writing Genres – Purpose, Audience, Structure and Language Features (credit Sue Palmer Skeleton Texts)

Non-Fiction	Writing that is about real events and facts, rather than stories that have been invented	
Instruction	<i>tells how to do or make something, usually in a clear, concise and sequential way</i>	
	<i>Purpose</i>	<ul style="list-style-type: none"> ➤ <i>to break a process into simple steps</i> ➤ <i>to explain them step by step, as clearly and simply as possible in order</i>



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		➤ <i>to ensure the reader's success in carrying out the instructions.</i>
	<i>Audience</i>	<p><i>Use what is known about an audience (age, prior knowledge, interests) to decide</i></p> <ul style="list-style-type: none"> • <i>how much background detail is needed</i> • <i>appropriate level of formality</i>
	<i>Structure</i>	<ul style="list-style-type: none"> • <i>a title telling what's to be achieved</i> • <i>if relevant, list(s) of ingredients/equipment needed</i> • <i>layout which clearly shows the sequence of steps</i> • <i>perhaps labelled pictures or diagrams especially of the end product so that the reader knows what to aim for or a tricky part so they can 'see' how to do it.</i> • <i>perhaps other organisational devices (e.g. boxes for additional information, bullet points, warning symbols) to aid clarity.</i>
	<i>Language Features</i>	<ul style="list-style-type: none"> ➤ <i>clear, concise vocabulary and sentence structures</i> ➤ <i>present tense imperative verbs</i> ➤ <i>clear statements of quantities, measurements and other relevant details</i> ➤ <i>descriptive language used for clarity rather than vividness or effect</i> ➤ <i>numbers and/or time connectives to show stages in a process</i>
Recount including biography and autobiography, Letter, diary	Retells events in time order (chronological)	
	<i>Purpose</i>	<ul style="list-style-type: none"> ➤ <i>to retell events in time order</i> ➤ <i>to interest and inform the reader</i>
	<i>Audience</i>	<p><i>Use what is known about an audience (age, prior knowledge, interests) to decide</i></p> <ul style="list-style-type: none"> • <i>how much background detail is needed</i> • <i>appropriate level of formality</i>
	<i>Structure</i>	<ul style="list-style-type: none"> • <i>title that draws the reader in</i> • <i>opening paragraph – who, what, when, where, (and why should I bother reading this?)</i> • <i>clear chronological order of events, supported by paragraphing</i> • <i>topic sentence (that sums up/orientates the reader as to what the paragraph is about) to start each paragraph</i> • <i>a satisfying conclusion</i>
	<i>Language Features</i>	<ul style="list-style-type: none"> ➤ <i>Past tense (except references to places/circumstances that are ongoing)</i> ➤ <i>specific people, places, events (usually proper nouns)</i>



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		<ul style="list-style-type: none"> ➤ <i>time connectives and other devices to show the passage of time eg when, after a few weeks, Early in December, Finally</i> ➤ <i>consistent use of first (personal) or third person (impersonal)</i> ➤ <i>use of direct quotations and/or reported speech, where appropriate</i>
Report	describes the characteristics of things, animals, places or people not in time order (non-Chronological)	
	<i>Purpose</i>	<ul style="list-style-type: none"> ➤ <i>to provide factual information</i> ➤ <i>to organise the facts so they are easy to access and understand</i> ➤ <i>to interest the reader</i>
	<i>Audience</i>	<p><i>Uses what is known about an audience (age, prior knowledge, interests) to decide</i></p> <ul style="list-style-type: none"> • <i>how much background detail is needed</i> • <i>appropriate level of formality</i>
	<i>Structure</i>	<ul style="list-style-type: none"> • <i>a title that draws the reader in</i> • <i>introductory paragraph defining the subject matter</i> • <i>a clear layout (e.g. sections, paragraphs) showing how information is organised</i> • <i>perhaps 'structural signposts' (e.g. subheadings, boxes)</i> • <i>topic sentence (that sums up/orientates the reader as to what the paragraph is about) to start each paragraph</i> • <i>maybe labelled picture(s) or diagram(s)</i> • <i>a satisfactory conclusion (e.g. a neatly-composed final paragraph/sentence that sums up the purpose of the writing).</i>
	<i>Language Features</i>	<ul style="list-style-type: none"> ➤ <i>present tense verbs (except historical reports)</i> ➤ <i>factual, impersonal style (eg 3rd person, passive voice, statements based on fact, not value judgements)</i> ➤ <i>clear, factual description</i> ➤ <i>examples where appropriate eg such us, for instance</i> ➤ <i>generalised language</i> ➤ <i>Technical vocabulary</i> ➤ <i>'structural signposts', such as subheadings</i>
Explanation	tells how or why a process happens (or how something works) and often looks at causes and effects	
	<i>Purpose</i>	<ul style="list-style-type: none"> ➤ <i>to explain a process</i> ➤ <i>to help the reader understand how or why something happens (or why something is as it is)</i>



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		➤ <i>to engage the reader's attention.</i>
	<i>Audience</i>	<p><i>Use what is known about an audience (age, prior knowledge, interests) to decide</i></p> <ul style="list-style-type: none"> <i>• which techniques to use to help the reader understand how a process works</i> <i>• how much background detail is needed</i> <i>• appropriate level of formality</i>
	<i>Structure</i>	<ul style="list-style-type: none"> <i>• a title telling or asking what's to be explained</i> <i>• introduction, providing any necessary background</i> <i>• clear layout (e.g. sections, paragraphs) which helps show the stages in the process</i> <i>• topic sentence (that sums up/orientates the reader as to what the paragraph is about) to start each paragraph</i> <i>• maybe labelled picture(s) or diagram(s)</i> <i>• organisational devices to aid clarity (e.g. bullet points, subheadings)</i> <i>• a summary sentence/paragraph rounding off what has been explained</i>
	<i>Language Features</i>	<ul style="list-style-type: none"> ➤ <i>present tense verbs (expect historical explanations)</i> ➤ <i>time connectives to show sequence of events</i> ➤ <i>causal language eg if...then..., because, this causes....the reason that....</i> ➤ <i>impersonal language</i> ➤ <i>Technical language (with definitions/glossary if needed)</i>
Persuasion including adverts	<i>argues the case for a point of view with clear points and elaboration</i>	
	<i>Purpose</i>	<ul style="list-style-type: none"> ➤ <i>to attract the attention of the audience to an issue</i> ➤ <i>to gain their trust</i> ➤ <i>to argue a case clearly</i> ➤ <i>to convince the audience</i>
	<i>Audience</i>	<p><i>Use what is known about an audience (age, prior knowledge, interests) to decide</i></p> <ul style="list-style-type: none"> <i>• which techniques to use to persuade them to a viewpoint</i> <i>• appropriate level of formality</i>



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	<i>Structure</i>	<ul style="list-style-type: none"> • an eye-catching title and/or opening • a clear opening statement of your point of view • main points clearly set out • topic sentence (that sums up/orientates the reader as to what the paragraph is about) to start each paragraph • information, reasons, examples to back up each point • summary of main points at the end (perhaps restating the case in some way).
	<i>Language Features</i>	<ul style="list-style-type: none"> ➤ present tense verbs (expect historical arguments) ➤ persuasive devices eg – point, elaboration, example/evidence, rhetorical question ➤ the language of argument egbecause..., consequently..., this results in... therefore... ➤ structural ‘signposts’ to your main points. Eg There are 3 main arguments....First and foremost, the next important points, to sum up
Discussion	presents a balanced argument eg the case for and against a particular view as in a debate	
	<i>Purpose</i>	<ul style="list-style-type: none"> ➤ to explain the issue being debated ➤ to state both sides clearly and fairly ➤ to help the reader draw conclusions based on evidence.
	<i>Audience</i>	<p>Use what is known about an audience (age, prior knowledge, interests) to decide</p> <ul style="list-style-type: none"> • which techniques to use to help them understand and think about the key issues • appropriate level of formality
	<i>Structure</i>	<ul style="list-style-type: none"> • a clear opening statement of the issue (including definitions of any key words) • the arguments and supporting evidence set out clearly • layout/language helping readers follow the arguments (e.g. each paragraph begins with a topic sentence) • conclusion summing up the debate (and perhaps giving a reasoned opinion)
	<i>Language Features</i>	<ul style="list-style-type: none"> ➤ generally present tense, third person ➤ abstract nouns eg truth, justice, reason ➤ formal, impersonal style ➤ logical connectives e.g. Therefore, Consequently ➤ structural ‘signposts’ to the main points eg There are 3 major issues....the second key question is....to sum up ➤ Discussion conventions:



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|--|--|--|
| | | <ul style="list-style-type: none"> i. <i>Don't take sides – say what "people" think eg Some people maintain, others would say, Oil companies would claim that.... Activists would reply...</i> ii. <i>Keep it balanced, e.g. On the one hand... On the other hand...</i> iii. <i>Don't be too definite , use conditional language eg – It might be said that, it could be, possibly, tentatively, perhaps</i> |
|--|--|--|

Note: **Letters** have a distinctive layout but can be used to write in **all of the above genres**, using their devices to suit the purpose and audience of the letter

Poetry Writing Genres – Key Concepts

Poetry	Is the art of rhythmical composition, written or spoken for pleasure, by beautiful, imaginative, or elevated thoughts and emotions. (derived from the Greek poiesis, "making")
Narrative	Tell stories in verse. Many are very old and were intended to be recited to an audience eg Homer's Iliad Ballads are a type of narrative poetry
Lyrical	Typically describes the poet's innermost feelings, observations or thoughts in its sounds and rhythms
Types of poem	The following all have different structures, verse and rhyming patterns appropriate for primary age children Acrostic. Kennings. Haiku. Cinquain. Shape . Ode. Limerick. Ballad. Sonnet, Free Verse See examples: Poetry 101: Learn About Poetry, Different Types of Poems, and Poetic Devices With Examples - 2020 - MasterClass
Rhyme	A rhyme scheme is the pattern of sounds that repeats at the end of a line or stanza. Rhyme schemes can change line by line, stanza by stanza, or can continue throughout a poem. Rhyme scheme patterns are formatted in different ways. The patterns are encoded by letters of the alphabet. Lines designated with the same letter rhyme with each other. For example, the rhyme scheme ABAB means the first and third lines of a stanza, or the "A"s, rhyme with each other, and the second line rhymes with the fourth line, or the "B"s rhyme together.
Meter	is the basic rhythmic structure of a line within a work of poetry. Meter consists of two components: <ul style="list-style-type: none"> 1. The number of syllables 2. A pattern of emphasis on those syllables
Stanza	is used to describe the main building block of a poem. It is a unit of poetry composed of lines that relate to a similar thought or topic—like a paragraph in prose or a verse in a song. Every stanza in a poem has its own idea and serves a unique purpose.



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Imagery	is the use of figurative language to evoke a sensory experience in the reader. When a poet uses descriptive language well, they play to the reader’s senses, providing them with sights, tastes, smells, sounds, internal and external feelings, and even internal emotion.
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Play and Film Writing Genre – Purpose, Audience, Structure and Language Features

Plays & film scripts	Plays and film scripts are written for people to perform. The script is a written down version of the play . It uses dialogue, stage directions and tells the actors how to say the lines	
	<i>Purpose</i>	<ul style="list-style-type: none"> ➤ To guide an actor/cast to know what to say, how to say it and how to perform it on stage/to camera. ➤ To engage an audience in understanding and being involved in a story, mainly through the dialogue between characters but perhaps also through the use of a narrator (in film the camera is often seen as the narrator eg panning technique will be used to set a scene)
	<i>Audience</i>	<ul style="list-style-type: none"> ➤ Actors who will be performing live from a stage to a theatre or a film set to a camera.
	<i>Structure</i>	<p>Format:</p> <ul style="list-style-type: none"> • A play script will include a list of characters (at the very beginning). • It may be divided into acts which are then divided into scenes. • Each scene will have a description of the setting at the start and then the characters' dialogue. • Dialogue is set out with the character's name on the left, then a colon then the dialogue (without speech marks). • Stage directions for the actors are written every now and again in italics and brackets <p>Plot Structure</p> <ul style="list-style-type: none"> ➤ These will generally be the same as most story forms (see above above) but adapted such that the characters develop the plot through their dialogue
	<i>Language Features</i>	<ul style="list-style-type: none"> ➤ The language features will be very similar to that within the narrative toolkits below but adapted for dialogue.



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Narrative Toolkits for Different Purposes

TENSION		
Technique	Description/ Purpose	Example
Hiding	Not revealing to the reader what might be coming / occurring	The figure was Something came
Questions	To draw the reader into what is Happening/ getting them to predict	What was it? Would it go in?
Cliffhanger	Used at end of chapter. Left at an exciting Part so that the reader has to read on	It was at that moment he realised what was behind him...
Stream of consciousness	Reveals a character's thoughts, creating gr depth of emotional impact	What was that?...It sounded like...It can't be...no...
Repetition	Can create tension in a variety of ways : Something coming closer, panting	Nearer and NEarer and NEARer
Sentence variety	Changes the pace of the narrative - Generally longer, complex sentences are slow. Simple sentences can be quicker. Minor sentences can either stop something dead or quicken the pace. This is not always so - author's vary their Use.	The lush, green jungle, wrapped in the morning mist became silent, whilst the air above swirled with fleeing birds. It dived. It flicked. Its talons grasped. A hawk!
Pathetic Fallacy	Uses the atmosphere to let the reader know what is to happen or to foreshadow what might happen. Also reflects a characters internal feelings.	The calm evening, moonlit with sparkling dew, gave way to a fearful' thunderous night.
Adverb	The position of an adverb or adverbial Phrase within a sentence affects its power	Stealthily, it slithered towards the opening door.
	Broken speech	Develops anxiety between characters who are interrupting each other "What was...?" asked Timon. "I don't kn...?"



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		"Watch out!"
Foreshadowing	Is a hook to keep the reader interested by implying something is to happen.	He didn't know it yet but something was about to change his life forever.

SETTINGS		
Technique	Description/ Purpose	Example
Personification	Gives an object characteristics of a living thing thereby bringing it to life	The wind pressed. The cave yawned.
Similes	Uses comparison to add depth to description	As dark as the most secret sin. Round like the pupil within an eye.
Interesting adjectives	Enlivens reading through the ambitious use of imaginative words. Sometimes within a list.	Gleaming, glistening, whispery flakes of snow
Negative description	Detailing what is not there is an effective way of making a reader aware of perhaps how comfortless a place is	There was no cushion, no carpet, no Warmth, no light and no comfort.
Camera - Pan and Zoom	Using the idea of how a film director works the author can give a wide view and focus in on one detail.	From the writhing trees he looked past the littered farmyard, across to the decrepit hovel. Its door hung sadly awry, the handle broken.
Nouns for detail	Scenes are filled with things that we see and therefore nouns, even lists of nouns convey what is there.	The room was crowded with lanterns fastened on oak panelled walls, tables laid with silver candelabras and goblets.
Pathetic Fallacy	Uses the atmosphere to let the reader know what is to happen or to foreshadow what might happen	The calm evening, moonlit with sparkling dew, gave way to a fearful' thunderous night.



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Senses	All of our senses become aware in a new Place. The reader too, needs to know.	Wafts of salt-laden air and skittering sand on her feet led her to the edge of the shushing sea.
Metaphor	States that something IS something else, giving the description more power.	The knives on its talons tore into its flesh.

ACTION		
Technique	Description/ Purpose	Example
Powerful verbs	Convey to the reader the calmness / climax of the scene.	mellowed Thundered
Verb lists	Creates a rhythm to the action that is happening to produce a greater impact on the reader.	The storm thundered, thrashed, crashed against the lighthouse.
Simile	Uses comparison to add depth to description	His sword cut through the tree like A wizard's wand through air.
Strong adverbs	Conveys just how the action is unfolding	Slimily, silently he crept forward.
Repetition	Can create pace in an action scene	From roof to roof, balcony to balcony, wall to wall he leapt.
Sentence variety	Changes the pace of the narrative - Generally longer, complex sentences are slow. Simple sentences can be quicker. Minor sentences can either stop something dead or quicken the pace. This is not always so - author's vary their Use.	Terrified! He scrambled up the boulders, leaping from rock to rock, glancing fearfully behind him as the waves of noise crashed into him. Must get out. Must get out.
Onomatopoeia	Enlivens the action through sound	Shhsst! Thwock! The arrows flew.



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Character reaction	Gives an emotional impact to the unfolding action	Breathless, he gazed in agony at the scene below him. How could this happen to his village?
Broken speech	Interruptions show how fast the action is happening. It makes the reader fill in the gaps.	"What was...?" asked Timon. "I don't kn...?" "Watch out!"
Changes	Through moving the scene from quiet to action back to quiet the action scene has a backdrop upon which to work	Needs a chapter!

CHARACTERS		
Technique	Description/ Purpose	Example
Adjectives to describe	The physical details of a character are always important but they can be revealed gradually rather than all at once.	His scaly, wrinkled nose sniffed the air. Clean it felt, clean and dry. Eyes twinkling now with delight he moved out of the warren.
Nouns to fit the personality of the character	Clothes, particularly need to match the personality of the character.	Scruffy, torn trousers suggested a life of apple scrumping.
Interesting adjectives	Enlivens reading through the ambitious use of imaginative words.	Leathery, lined, crinkled faces peered out at him.
Negative description	Detailing what is not there is an effective way of making a reader aware of what a character may lack.	This hobbit had no jacket, no shoes, no umbrella and no sense.
Camera - Pan and Zoom	Using the idea of how a film director works the author can give a wide view and focus in on one detail of the character.	A huge, hulk of a troll stood in the way, biceps bulging, enormous tree-trunk legs either side of the



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		door but as he looked into its eyes, the very pupils, he could see his escape - there was no life.
Stream of consciousness	Helps the reader get right inside the character's head.	I've got to decide...it's so difficult...they'll never believe me...w if I...no, that wouldn't work.
Subtle reaction	Rather than saying a feeling direct let the reader work it out.	Her foot began to tap and tap as she waited and waited.
Movement	The way a character moves gives much away about their personality or their current feelings.	Shoulders hunched, feet dragging he shuffled towards the darkened windows of home.
Metaphor	States that something IS something else, giving the description more power.	Sauce-pan eyes glared at him.
Simile	Uses comparison to add depth to description	His knees shook like twanged guitar strings
Changes	How a character changes or is revealed through the experiences of their story is vital to the resolution of many problems.	Needs a whole book! Eg - from a girl who is afraid to one who has courage.
Unusual feature	A limp, scar, way of talking can tell a story that lies behind a character	Across his hand lay a jagged scar. A behind that scar the reason for his journey.
Accents	Our voices and the words we use tell us much about our personality.	"E'll niver git aht 'o that 'ole." " I was so frightfully upset, old boy." "We loves our presciousss."

WORD and SENTENCE VARIETY



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Technique	Description/ Purpose	Example
Italics	Used to stress an important word within a sentence	No one <i>told</i> him he was lying but they went away shaking their heads.
Ellipsis	... denotes there is something missing from the text. Very useful for cliffhangers and thoughts	No one had noticed...yet... What was that?...It sounded like... It can't be...no...
GRAPHOLOGY	Matches the layout of words/sentences to what is happening in the story by changing boldness/font size	Nearer, nearER and NEARER
Pace and Sentence variety	Changes pace of the narrative through the Length of the sentence - Generally longer, complex sentences are slow. Simple sentences can be quicker. Minor sentences can either stop something dead or quicken the pace. This is not always so - author's vary their Use.	The lush, green jungle, wrapped in the morning mist became silent, whilst the air above swirled with fleeing birds. It dived. It flicked. Its talons grasped. A hawk!
Minor sentences	Do not have the usual subject, verb, object pattern in that they do not make sense on their own. They are mainly used to create impact through the use of one or two words within a sentence.	Silence. Laughter drifted.
Simple sentences	Follow a subject verb, object pattern. Used to convey simple information, directness.	Father closed the door. He picked up his strap.
Compound sentence	Where two clauses have been joined and make sense in their own right. Used to join two simple ideas.	He moved his treasure to the cave and he kept watch for the dragon.
Complex	There are a wide variety through the use	The moon, the revealing, full moon,



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sentence	of commas or connectives but the main idea is that one clause becomes either embedded within another or subordinate to it. Slows pace generally. Very good for linking and explaining thoughts and ideas through the connectives used.	rose into the blanket of the night. He was safe but not as safe as he thought he was.
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Handwriting

At RCPA we will use RWI techniques to support us with our handwriting. We will encourage children to sit in a good position for handwriting e.g. feet flat on the floor, bottom at the back of the chair, left/right hand holding the page and left/right hand holding the pencil in a tripod grip. In each weekly handwriting session, letters are taught within groups e.g. around letters (c, a, o, d, g, q) down letters (l, t, h, b, p, k, l, j, m, n, r, u, y), curly letters (e, f, s) and zig-zag letters (z, v, w, x). Once letters are formed correctly then pupils are taught to place letters on the line. Picture mnemonics help children to visualise the size and placement of letters e.g. small letters are called 'boat' letters, letters below the line are called 'water' letters, tall letters are called 'sun' letters. Once letters are formed correctly they will be taught two joins; diagonal and horizontal.

The arm join has three variations:

- arm to boat 
- arm to sun 
- arm to sister. 

The washing line join has three variations:

- washing line to boat 
- washing line to sun 
- washing line to sister. 