



**English
at
Castle Camps C. of E. (V.C.) Primary School**

Life in all its fullness

Intent

The National Curriculum (2014) forms the basis for all subject teaching ensuring continuity and progression in an age-related curriculum. In addition, teachers make sure the content is relevant and stimulating by delivering through themes and topics. Our English curriculum has been developed to recognise the importance of English in every aspect of daily life and to develop children's love of reading, writing and discussion. We recognise the importance of nurturing a culture where children love to read, take pride in their writing and can clearly and accurately adapt their language and style for a range of contexts. We want to inspire children to be confident in the art of speaking and listening and to be able to use discussion to communicate and further their learning.

Our intent is to enable children to:

- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
- Appreciate our rich and varied literary heritage
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- Develop a love of writing and to be able to express their thoughts and ideas clearly and creatively through the written word.
- Re-read, edit and improve their own writing
- Confidently use the essential skills of grammar, punctuation and spelling
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Use discussion in order to learn; they should be able to elaborate and clearly explain their understanding and ideas
- Become competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Implementation

We ensure that our English teaching and learning provides many purposeful opportunities for reading, writing and discussion. We use a wide variety of experiences, quality texts and resources to motivate and inspire our children. All pupils receive a daily English lesson. Teachers also ensure that cross curricular links with concurrent topic work are woven into the programme of study.

- Teachers create a positive reading and writing culture in school, where both are promoted, enjoyed and considered 'a pleasure' for all pupils.
- Promotion of reading through teachers reading out loud regularly to their class.
- Pupils in EYFS and KS1 to have daily phonics sessions, following Monster Phonics.
- Year 3-6 delivering 3x weekly sessions and a weekly test.
- Age appropriate spellings sent home weekly for pupils to practise their words and to write a sentence containing each word at home. Tested each Friday.
- Daily Guided Reading sessions in all classes, using the carousel approach.
- Pupils are being adventurous with vocabulary choices.
- Pupils to acquire strategies to enable them to become independent learners in English (spelling rules and patterns and how to tackle unfamiliar words when reading).
- Pupils to discuss and to present their ideas to each other by talking, being able to elaborate and explain themselves clearly, make presentations and participate in debates.
- Working Walls – all classes aiding pupils and guiding them through the process of Reading and Analysing, Gathering Content, Planning and Writing.
- Vocabulary promoted through displays in class, all curriculum areas, enhancing and encouraging a wider use of vocabulary.
- Vocabulary mats to be used where needed and thesauruses and dictionaries which are easily accessible for pupils to use.
- Teaching a range of genres across the school (progressing in difficulty) both in English and other curriculum areas; resulting in pupils being exposed to, and knowledgeable about, literary styles, authors and genres. They can express preferences and give opinions, supported by evidence, about different texts.
- Displays of writing, in class, shared areas and on the school website, giving a purpose and audience, to encourage pride in work and to show that work is valued
- Reading and writing events (throughout the year) to encourage and promote enjoyment and opportunities to develop lifelong learning.

Impact

The impact and measure of this is to ensure children not only acquire the appropriate age-related knowledge linked to the English curriculum, but also skills which equip them to progress from their starting points, and within their everyday lives.

Long term pupils will:

- be confident in the art of speaking and listening and to be able to use discussion to communicate and further their learning
- be able to read fluently both for pleasure and to further their learning.
- enjoy writing across a range of genres
- pupils of all abilities will be able to succeed in all English lessons because work will be appropriately scaffolded
- have a wide vocabulary and be adventurous with vocabulary choices within their writing
- have a good knowledge of how to adapt their writing based on the context and audience
- leave primary school being able to effectively apply spelling rules and patterns they have been taught
- make good and better progress from their starting points to achieve their full potential

Pupils of all abilities will succeed in all English lessons because work will be appropriately scaffolded.

Assessment and Monitoring in English:

The impact of our English curriculum is measured through the monitoring cycle in school:

- Lesson observations, book monitoring and learning walks
- Skills progressing (grammar and punctuation) throughout the school is evident in children's books.
- Gathering pupil voice – to check understanding, understanding of key skills and knowledge, progression, confidence in discussing English
- Moderating pupils work in school and in future cluster meetings with other schools to ensure accurate assessments are made
- Tracking pupils' progress each term
- Pupil progress meetings ensure different groups (including EAL, PP and SEND) and individual progress is monitored, and interventions organised to support good and better progress
- Importantly, monitoring is also used to identify gaps in the curriculum that may need to be addressed across the school, or within individual year groups.

Monitoring is an ongoing cycle, which is used productively to provide the best possible English curriculum for our children and to ensure it is inclusive to all.

National Curriculum
Key stage 1

Year 1

Writing - Transcription

Spelling:

Pupils should be taught:

- Words containing each of the 40+ phonemes already taught
- Common exception words
- The days of the week English
- Name the letters of the alphabet:
 - Naming the letters of the alphabet in order
 - Using letter names to distinguish between alternative spellings of the same sound
- Add prefixes and suffixes:
 - Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
 - Using the prefix un–
 - Using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- Apply simple spelling rules and guidance, as listed in English Appendix 1
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Handwriting

Pupils should be taught to:

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

Writing - Composition

Pupils should be taught to:

- Write sentences by:

- Saying out loud what they are going to write about
- Composing a sentence orally before writing it
- Sequencing sentences to form short narratives
- Re-reading what they have written to check that it makes sense
- Discuss what they have written with the teacher or other pupils
- Read aloud their writing clearly enough to be heard by their peers and the teacher

Writing - Vocabulary, grammar and punctuation

Pupils should be taught to:

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

Year 2

Writing - Transcription

Spelling

Pupils should be taught to:

- Spell by:
 - Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
 - Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
 - Learning to spell common exception words
 - Learning to spell more words with contracted forms
 - Learning the possessive apostrophe (singular) [for example, the girl's book]
 - Distinguishing between homophones and near-homophones
- Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly

- Apply spelling rules and guidance, as listed in English Appendix 1
- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

Handwriting

Pupils should be taught to:

- Form lower-case letters of the correct size relative to one another
- Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- Use spacing between words that reflects the size of the letters.

Writing - Composition

Pupils should be taught to:

- Develop positive attitudes towards and stamina for writing by:
 - Writing narratives about personal experiences and those of others (real and fictional)
 - Writing about real events
 - Writing poetry
 - Writing for different purposes
- Consider what they are going to write before beginning by:
 - Planning or saying out loud what they are going to write about
 - Writing down ideas and/or key words, including new vocabulary
 - Encapsulating what they want to say, sentence by sentence
- Make simple additions, revisions and corrections to their own writing by:
 - Evaluating their writing with the teacher and other pupils
 - Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
 - Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- Read aloud what they have written with appropriate intonation to make the meaning clear.

Writing - Vocabulary, grammar and punctuation

Pupils should be taught to:

- Develop their understanding of the concepts set out in English Appendix 2 by:

- Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- Learn how to use:
 - Sentences with different forms: statement, question, exclamation, command
 - Expanded noun phrases to describe and specify [for example, the blue butterfly]
 - The present and past tenses correctly and consistently including the progressive form
 - Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
 - The grammar for year 2 in English Appendix 2
 - Some features of written Standard English
- Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

Key stage 2

Years 3 and 4

Writing - Transcription

Spelling

Pupils should be taught to:

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

Handwriting

Pupils should be taught to:

- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Writing - Composition

Pupils should be taught to:

- Plan their writing by:
 - Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
 - Discussing and recording ideas
- Draft and write by:
 - Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
 - Organising paragraphs around a theme
 - In narratives, creating settings, characters and plot
 - In non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- Evaluate and edit by:
 - Assessing the effectiveness of their own and others' writing and suggesting improvements
 - Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- Proof-read for spelling and punctuation errors
- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Writing - Vocabulary, grammar and punctuation

Pupils should be taught to:

- Develop their understanding of the concepts set out in English Appendix 2 by:
 - Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
 - Using the present perfect form of verbs in contrast to the past tense

- Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- Using conjunctions, adverbs and prepositions to express time and cause
- Using fronted adverbials
- Learning the grammar for years 3 and 4 in English Appendix 2
- Indicate grammatical and other features by:
 - Using commas after fronted adverbials
 - Indicating possession by using the possessive apostrophe with plural nouns
 - Using and punctuating direct speech
- Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Years 5 and 6

Writing - Transcription

Spelling (See English Appendix 1)

Pupils should be taught to:

- Use further prefixes and suffixes and understand the guidance for adding them
- Spell some words with 'silent' letters [for example, knight, psalm, solemn]
- Continue to distinguish between homophones and other words which are often confused
- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- Use dictionaries to check the spelling and meaning of words
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- Use a thesaurus.

Handwriting and presentation

Pupils should be taught to:

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

Writing - Composition

Pupils should be taught to:

- Plan their writing by:
 - Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
 - Noting and developing initial ideas, drawing on reading and research where necessary
 - In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- Draft and write by:
 - Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
 - In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
 - Précising longer passages
 - Using a wide range of devices to build cohesion within and across paragraphs
 - Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- Evaluate and edit by:
 - Assessing the effectiveness of their own and others' writing
 - Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
 - Ensuring the consistent and correct use of tense throughout a piece of writing
 - Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- Proof-read for spelling and punctuation errors
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Writing - Vocabulary, grammar and punctuation

Pupils should be taught to:

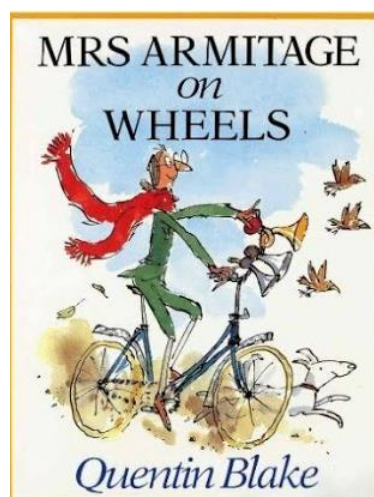
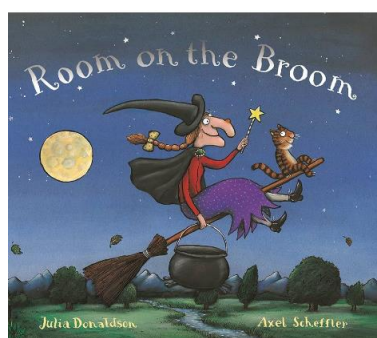
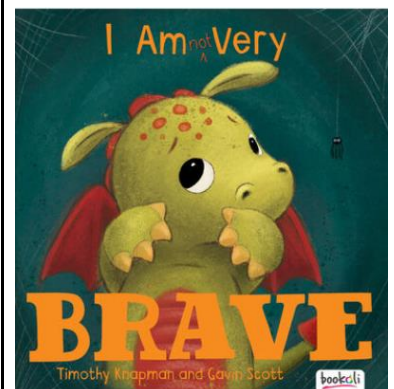
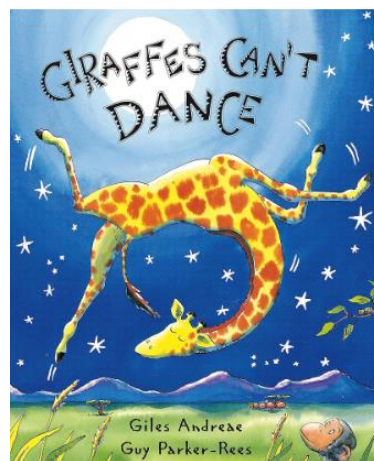
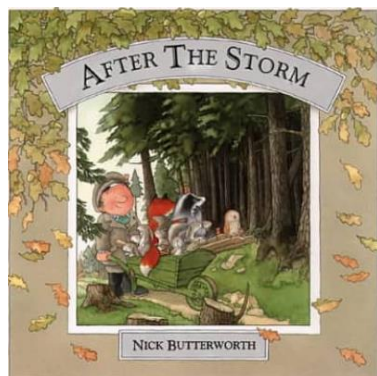
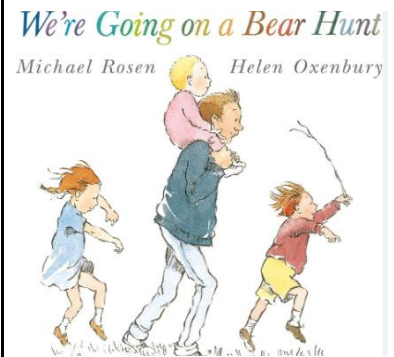
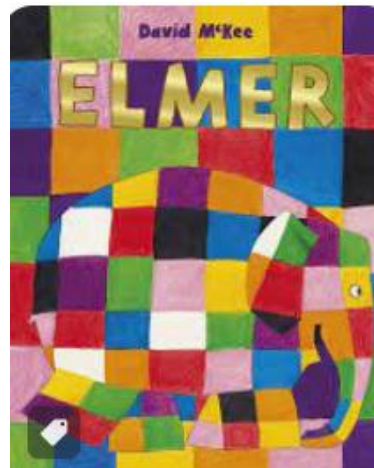
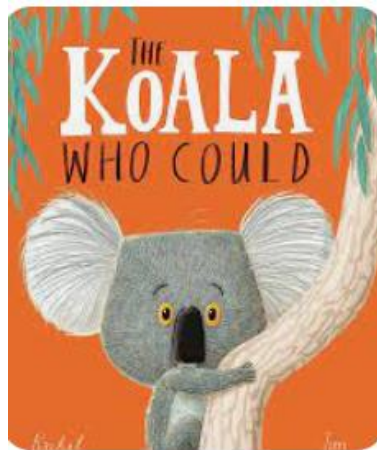
- Develop their understanding of the concepts set out in English Appendix 2 by:
 - Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms

- Using passive verbs to affect the presentation of information in a sentence
- Using the perfect form of verbs to mark relationships of time and cause
- Using expanded noun phrases to convey complicated information concisely
- Using modal verbs or adverbs to indicate degrees of possibility
- Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- Learning the grammar for years 5 and 6 in English Appendix 2
- Indicate grammatical and other features by:
 - Using commas to clarify meaning or avoid ambiguity in writing
 - Using hyphens to avoid ambiguity
 - Using brackets, dashes or commas to indicate parenthesis
 - Using semi-colons, colons or dashes to mark boundaries between independent clauses
 - Using a colon to introduce a list
 - Punctuating bullet points consistently
- Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading

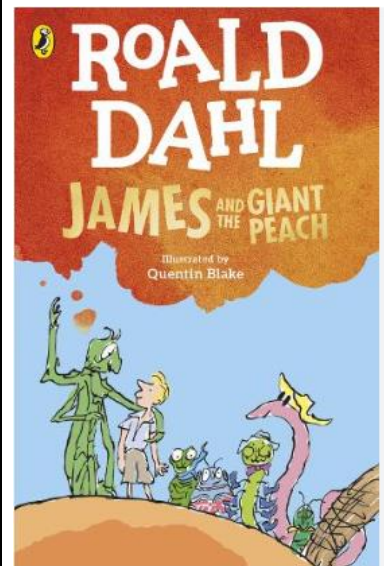
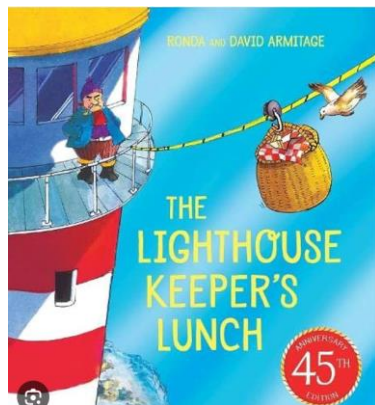
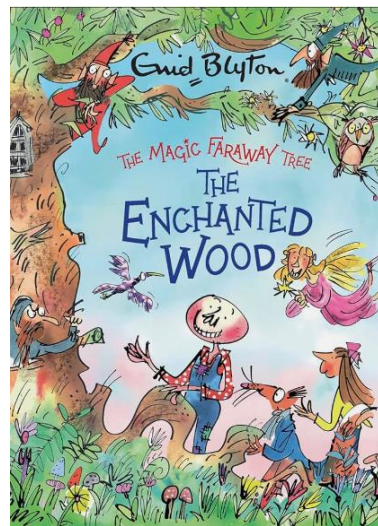
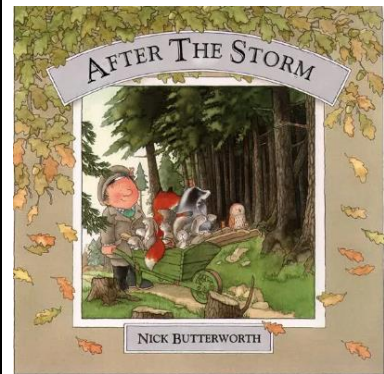
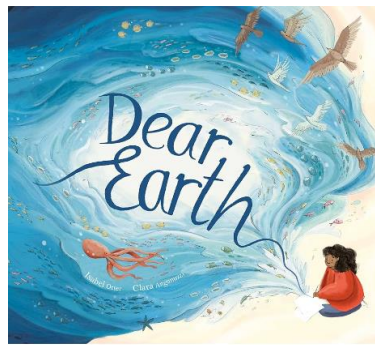
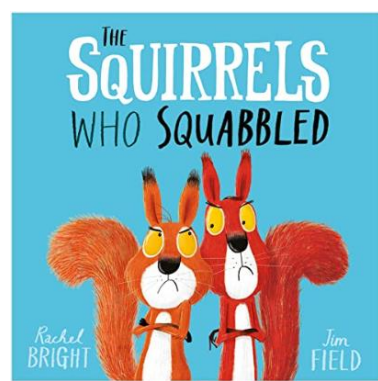
Reading books

Each class has chosen a range of books which they will study together over the course of the year.

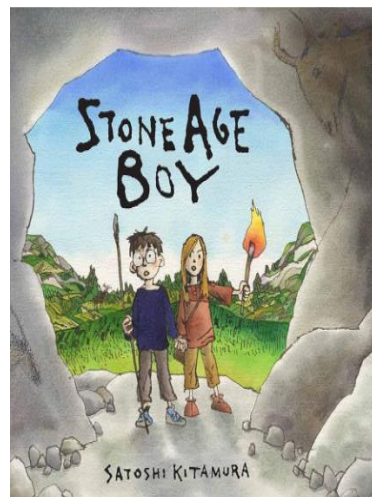
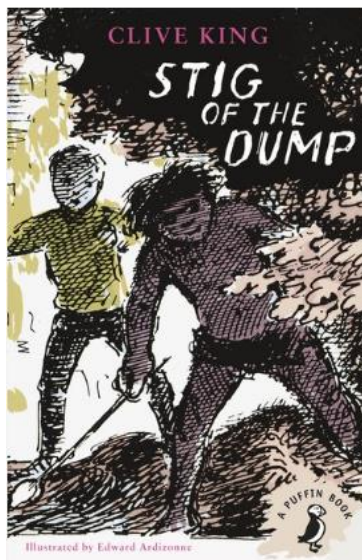
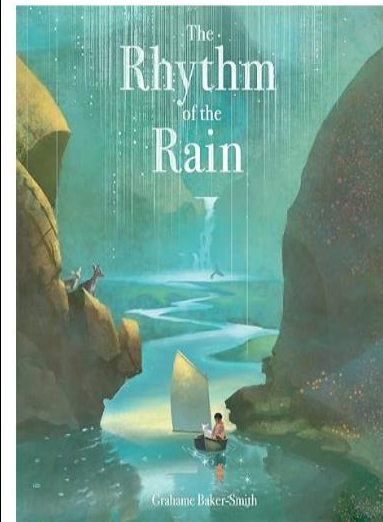
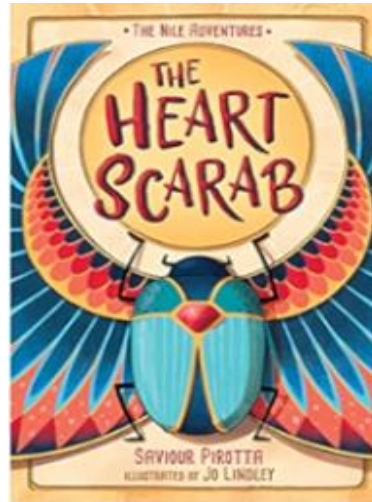
Hedgehogs



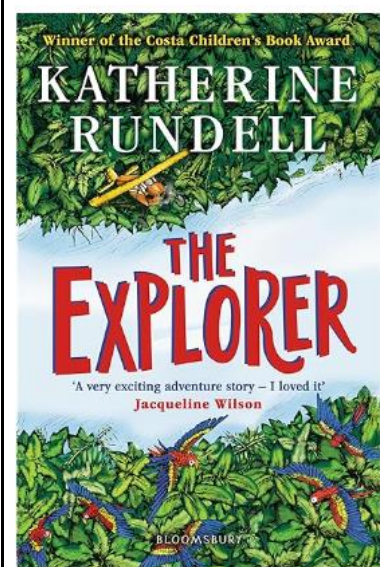
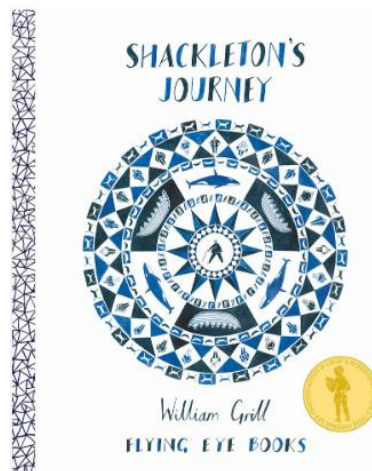
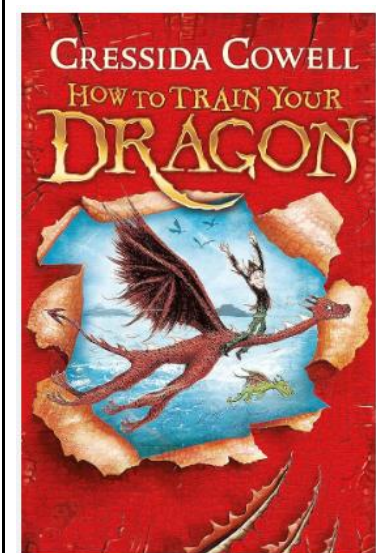
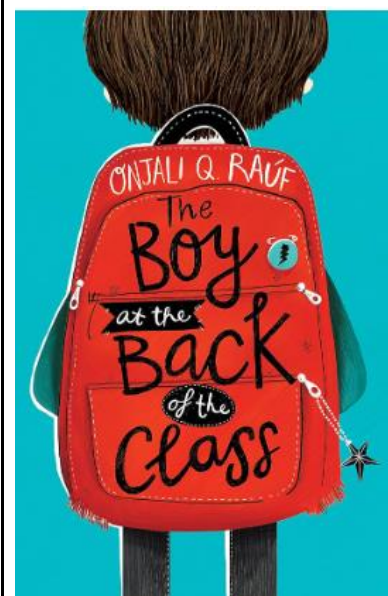
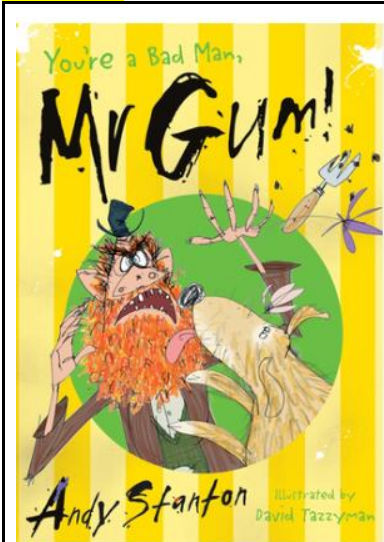
Squirrels



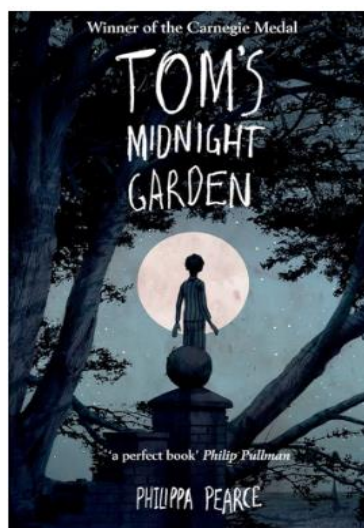
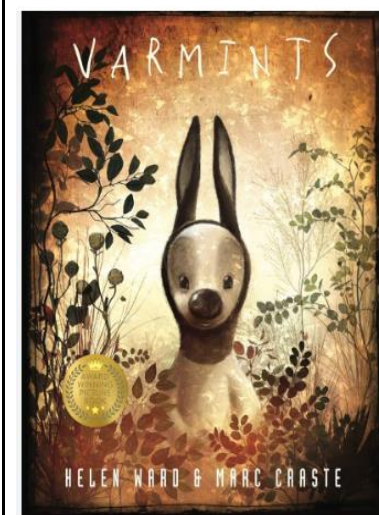
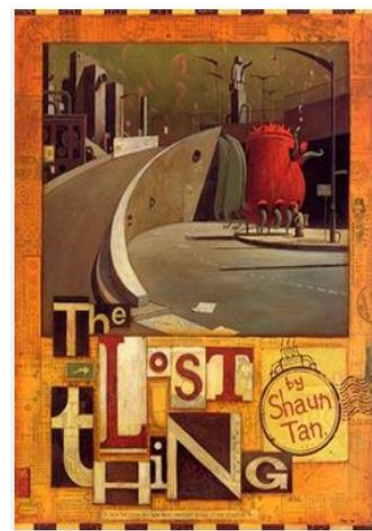
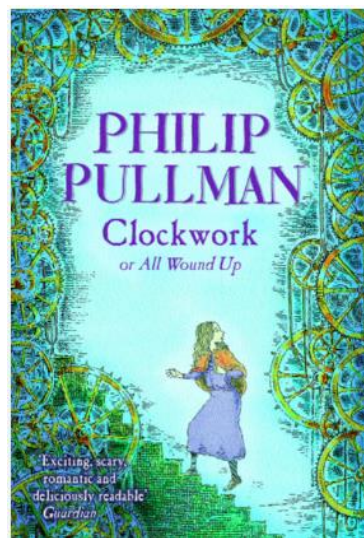
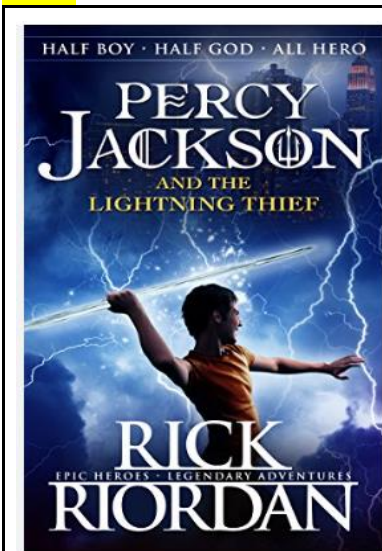
Rabbits



Badgers



Deer



Writing

Squirrels

Genre	Text / Topic	End unit outcome
Narrative - Familiar Settings	The Squirrels who Squabbled	Lists and labels
Narrative - Familiar Settings	Whatever Next (Space setting - topic link)	Character and setting description
Recount	Neil Armstrong by Brad Meltzer (topic link)	Children write a recount in a question and answer style about a famous explorer.
List Poems	Firework night by Andrew Collett	Children write their own firework night poem
Information Text	Christopher Columbus (topic link)	Children write an information poster about Christopher Columbus
Narrative - Adventure story	The Queen's Hat by Steve Anthony	Children write their own adventure story
tbc	Scott of the Antarctic	tbc

Rabbits

Genre	Text / Topic	End unit outcome
Historical Story/Traditional Tale	Egyptian Cinderella/Three Little Pigs	Write a traditional tale adapted with Egyptian characters and setting
Poetry	If I were in charge of the school	Poem including literacy devices
Diary entry Howard Carter tomb discovery	Howard Carter's diary from 1922	Write a diary as if they are a famous archaeologist discovering the tomb

Badgers

Genre	Text / Topic	End unit outcome
Historical story	Where the poppies grow	Diary entry
Narrative poetry	Where the poppies grow	Narrative poem
Report	Story of the canary girls	Newspaper Report
Non chronological report	Emperor penguins	Non-chron Report
Narrative fantasy story	The Snowman	Fantasy story

Deer

Genre	Text / Topic	End unit outcome
Narrative	The Flying books of Mr Morris Lessmore	Children write their own fantasy story based on own plot line
Non Chron	Non Chron on penguins and arctic foxes	Children write Non Chron about a mythical creature
Explanation Text	Percy Jackson	Children write an explanation text of an item PJ takes on his journey
Instructions	Percy Jackson	How to look after a _____
Persuasion	Percy Jackson	Write persuasively from a character's point of view
Information Text	The Greeks - Daily Life Research	Double Page Spread on Greek Life
Narrative	Snowman	Children write their own Christmas story