

## **English**

### **Intent**

At Acomb First School, we firmly believe that reading is key to education success, and with this in mind, reading fluency and comprehension is at the core of our English teaching. We are determined to ensure that all children will be competent readers by the time they leave our school; able to decode accurately and to comprehend what they are read. Through our vibrant reading culture and high-quality teaching, we aim to engender a love of reading and literature which will support our pupils throughout their lives.

We also understand that good readers become good writers. Our choice of high quality, engaging age-appropriate texts provide motivation and stimulus for enjoyable writing opportunities with clear audience, purpose and role. Pupils at our school are proud of their written work and understand the importance of being able to communicate effectively in both spoken and written language.

The English National Curriculum and EYFS is planned for and covered in full within the EYFS, KS1 and KS2 school curriculum, we make sure that children learn additional skills, knowledge and understanding and enhance our curriculum as and when necessary.

### **Implementation**

According to the Reading Panel (2000), the core components of reading include phonemic awareness, phonics and word study, fluency, vocabulary and reading development, which decreases the difficulty with reading and can lead therefore to a promotion in reading satisfaction. We follow the Read Write Inc programme with fidelity. We also recognise the need for specific teaching of skills, and thus use Fischer Family Trust's approach of reciprocal reading to teach book talk and comprehension through a range of high-quality literature (see our whole school Literature Spine). We take every opportunity to develop and widen children's vocabulary, creating a language rich environment in order to stimulate our pupils' natural curiosity about new words.

Where writing is concerned, practice makes perfect, so our pupils are given frequent opportunities to produce complete pieces of writing. In September 2022, we implemented the Jane Considine approach 'The Write Stuff' to support writing development across the school. The clear structure, high quality vocabulary and frequent opportunities to practise and apply writing skills impacts positively on their knowledge of how to be a good writer. The teaching of spelling, punctuation and grammar is key to ensuring our pupils can write with technical accuracy.

### **Essential Characteristics**

#### **Reading**

- Excellent phonic knowledge and skills.
- Fluency and accuracy in reading across a wide range of contexts throughout the curriculum.
- Knowledge of an extensive and rich vocabulary.
- An excellent comprehensive of texts.
- The motivation to read for both study and for pleasure.
- Extensive knowledge through having to read a rich and varied range of texts.

**Writing**

- The ability to write fluently and with interesting detail on a number of topics throughout the curriculum.
- A vivid imagination which makes readers engage with and enjoy their writing.
- A highly developed vocabulary and an excellent knowledge of writing techniques to extend details or description.
- Well-organised and structured writing, which includes a variety of sentence structures.
- Excellent transcription skills that ensure their writing is well presented and punctuated, spelled correctly and neat.
- A love of writing and an appreciation of its educational, cultural and entertainment values.

**Communication**

- An exceptional talent for listening attentively to understand what is being said.
- A rich and varied vocabulary that gives clarity and interest to conversations.
- Clear speech that can be easily understood by a range of audiences.
- An excellent grasp of the rules used in English conversation, such as tenses and the grammatical structure of sentences.
- A highly developed ability to tell stories that capture the interest and imagination of the audience.
- A delight in initiating and joining in conversations.
- Respect for others when communicating, even when views differ.

## **Threshold Concepts**

### **Reading**

- Read words accurately.

This concept involves decoding and fluency.

- Understand texts

This concept involves understanding both the literal and more subtle nuances of texts.

### **Writing**

#### **Composition**

- Write with purpose

This concept involves understanding the purpose or purposes of a piece of writing.

- Use imaginative description

This concept involves developing an appreciation of how best to convey ideas through description.

- Organise writing appropriately

This concept involves developing an appreciation of how best to convey ideas through description.

- Use paragraphs

This concept involves understanding how to group ideas to guide the reader.

- Use sentences appropriately

This concept involves using different types of sentences appropriately for both clarity and for effect.

#### **Transcription**

- Present neatly

This concept involves developing an understanding of handwriting and clear presentation.

- Spell correctly

This concept involves understanding the need for accuracy.

- Punctuate accurately

This concept involves understanding that punctuation adds to writing.

Analysis and presentation

- Analyse writing

This concept involves understanding how grammatical choices give effect and meaning to writing.

- Present writing

This concept involves learning to reflect upon writing and reading it aloud to others.

Communication

- Listen carefully and understand

This concept involves understanding how to engage with what others are saying.

- Develop a wide and interesting vocabulary

This concept involves building a rich, sophisticated vocabulary which to express oneself.

- Speak and clearly

This concept involves understanding that an audience needs to understand what is being said.

- Tell stories with structure

This concept involves understanding how to keep an audience engaged through structured speech.

- Hold conversations and debates

This concept involves understanding how to engage with others.

<b>Threshold Concept</b>	<b>Foundation</b>	<b>Milestone1</b>	<b>Milestone 2</b>
<b>Reading Real words accurately.</b> This concept involves decoding and fluency.	30 – 50 Months <ul style="list-style-type: none"><li>● Enjoys rhyming and rhythmic activities.</li></ul>	<ul style="list-style-type: none"><li>● Apply phonic knowledge and skills as the routine to decode words.</li></ul>	<ul style="list-style-type: none"><li>● Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology).</li></ul>

	<ul style="list-style-type: none"> <li>● Shows awareness of rhyme and alliteration.</li> <li>● Recognises rhythm in spoken words.</li> <li>● Listens to and joins in with stories and poems, one-to-one and also in small groups.</li> <li>● Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>● Beginning to be aware of the way stories are structured.</li> <li>● Suggests how the story might end.</li> <li>● Listens to stories with increasing attention and recall.</li> <li>● Describes main story setting, events and principal characters.</li> </ul>	<ul style="list-style-type: none"> <li>● Respond speedily with the correct sound to graphemes (letter or groups of letters) for all 40+ phonemes, alternative sounds for graphemes.</li> <li>● Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</li> <li>● Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</li> <li>● Read words containing taught GPCs and –s, -es, -ing, -ed, -er and –est endings.</li> <li>● Read other words of more than one syllable that contain taught GPCs.</li> <li>● Read words with contractions (for example, I’m, I’ll, We’ll) and understand that the apostrophe represents the omitted letter(s).</li> <li>● Read aloud accurately books that are consistent with phonic knowledge and that do not require other strategies to work out words.</li> </ul>	<ul style="list-style-type: none"> <li>● Read further exception words, noting the spellings.</li> </ul>
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	<ul style="list-style-type: none"> <li>● Shows interest in illustrations and print in books and print in the environment.</li> <li>● Recognises familiar words and signs such as own name and advertising logos.</li> <li>● Looks at books independently.</li> <li>● Handles books carefully.</li> <li>● Knows information can be relayed in the form of print.</li> <li>● Holds books the correct way up and turns pages.</li> <li>● Knows that print carries meaning and, in English is read from left to right and top to bottom. 40 – 60 + months.</li> <li>● Continues a rhyming string.</li> </ul>	<ul style="list-style-type: none"> <li>● Re-read these books to build up fluency and confidence in word reading.</li> <li>● Read accurately by blending the sounds in words that containing the graphemes taught so far, especially recognising alternative sounds for graphemes.</li> <li>● Read accurately words of two or more syllables that contain the same graphemes as above.</li> <li>● Red words containing common suffixes.</li> <li>● Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</li> <li>● Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar word accurately, automatically and without undue hesitation.</li> <li>● Re-read books to build up fluency and confidence in word reading.</li> </ul>	
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	<ul style="list-style-type: none"><li>● Hears and says the initial sound in words.</li><li>● Can segment the sounds in simple words and blend them together and knows which letter represents some of them.</li><li>● Links sounds to letters, naming and sounding the letters of the alphabet.</li><li>● Begins to read words and simple sentences.</li><li>● Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li><li>● Enjoys an increasing range of books.</li><li>● Knows that information can be retrieved from</li></ul>		
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	<p>books and computers.</p> <p>Early Learning Goal Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>		
<p><b>Understand texts</b> This concept involves understanding both the literal and more subtle nuances of texts.</p>		<ul style="list-style-type: none"> <li>● Discuss events.</li> <li>● Predict events.</li> <li>● Link reading to own experiences and other books.</li> <li>● Join in with stories or poems.</li> <li>● Check that reading makes sense and self-correct.</li> <li>● Infer what characters are like from actions.</li> <li>● Ask and answer questions about texts.</li> <li>● Discuss favourite words and phrases.</li> <li>● Listen to and discuss a wide range of texts.</li> </ul>	<ul style="list-style-type: none"> <li>● Draw inferences from reading.</li> <li>● Predict from details stated and implied.</li> <li>● Recall and summarise main ideas.</li> <li>● Discuss words and phrases that capture the imagination.</li> <li>● Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes.</li> <li>● Prepare poems and plays to read aloud with expression, volume, tone and intonation.</li> <li>● Identify recurring themes and elements of different stories (e.g. good triumphing over evil).</li> </ul>



		<ul style="list-style-type: none"> <li>● Recognise and join in with (including role-play) recurring language.</li> <li>● Explain and discuss understanding of texts.</li> <li>● Discuss the significance of the title and events.</li> <li>● Make inferences on that basis of what is being said and done.</li> </ul>	<ul style="list-style-type: none"> <li>● Recognise some different forms of poetry.</li> <li>● Explain and discuss understanding of reading, maintaining focus on the topic.</li> <li>● Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>● Predict what might happen from details stated and implied.</li> <li>● Identify main ideas drawn from more than one paragraph and summaries these.</li> <li>● Identify how language, structure and presentation contribute to meaning.</li> <li>● Ask questions to improve understating of text.</li> </ul>
<p><b>Writing Compositions</b> Write with purpose. This concept involves understanding the purpose or purposes of a piece of writing.</p>	<p>30 – 50 months</p> <ul style="list-style-type: none"> <li>● Sometimes gives meaning to marks as they draw and paint.</li> <li>● Ascribes meanings to marks that they see in different places.</li> </ul> <p>40 – 60 months</p> <ul style="list-style-type: none"> <li>● Gives meaning to marks they mark as</li> </ul>	<ul style="list-style-type: none"> <li>● Say first and then write to tell others about ideas.</li> <li>● Write for a variety of purposes.</li> <li>● Plan by talking about ideas and writing notes.</li> <li>● Use some of the characteristic features of the type of writing used.</li> <li>● Write, review and improve.</li> </ul>	<ul style="list-style-type: none"> <li>● Use the main feature of a type of writing (identified in reading).</li> <li>● Use techniques used by authors to create characters and settings.</li> <li>● Compose and rehearse sentences orally.</li> <li>● Plan, write, edit and improve.</li> </ul>

	<p>they draw, write and paint.</p> <ul style="list-style-type: none"><li>● Begins to break the flow of speech into words.</li><li>● Continues a rhyming string.</li><li>● Hears and says the initial sound in words.</li><li>● Can segment the sounds in simple words and blend them together.</li><li>● Links sounds to letters, naming and sounding the letters of the alphabet.</li><li>● Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li><li>● Writes own name and other things such as labels, captions.</li><li>● Attempts to write short sentences in</li></ul>		
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	<p>meaningful contexts.</p> <p>Early Learning Goal Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>		
<p><b>Use imaginative description</b> This concept involves developing an appreciation of how best to convey ideas through description.</p>		<ul style="list-style-type: none"> <li>● Use well-chosen adjectives to add detail.</li> <li>● Use names of people, places and things.</li> <li>● Use well-chosen adjectives.</li> <li>● Use nouns and pronouns for variety.</li> <li>● Use adverbs for extra detail.</li> </ul>	<ul style="list-style-type: none"> <li>● Create characters, settings and plots.</li> <li>● Use alliteration effectively.</li> <li>● Use similes effectively.</li> <li>● Use a range of descriptive phrases including some collective nouns.</li> </ul>
<p><b>Organise writing appropriately</b> This concept involves developing an appreciation of how best to convey ideas through description.</p>		<ul style="list-style-type: none"> <li>● Re-read writing to check it makes sense.</li> <li>● Use the correct tenses.</li> <li>● Organise writing in line with its purpose.</li> </ul>	<ul style="list-style-type: none"> <li>● Use organisational devices such as headings and sub headings.</li> <li>● Use the perfect form of verbs to mark relationships of times and cause.</li> <li>● Use connectives that signal time, shift attention, inject suspense and shift setting.</li> </ul>

<p><b>Use paragraphs</b> This concept involves understanding how to group ideas to guide the reader</p>		<ul style="list-style-type: none"> <li>● Write about more than one idea.</li> <li>● Group related information.</li> </ul>	<ul style="list-style-type: none"> <li>● Organise paragraphs around a theme.</li> <li>● Sequence paragraphs.</li> </ul>
<p><b>Use sentences appropriately</b> This concept involves using different types of sentences appropriately for both clarity and for effect.</p>		<ul style="list-style-type: none"> <li>● Write so that other people can understand the meaning of sentences.</li> <li>● Sequence sentences to form clear narratives.</li> <li>● Convey ideas sentence by sentence.</li> <li>● Join sentences with conjunctions and connectives.</li> <li>● Vary the way sentences begin.</li> </ul>	<ul style="list-style-type: none"> <li>● Use a mixture of simple, compound and complex sentences.</li> <li>● Write sentences that include: Conjunctions, adverbs, direct speech, punctuated correctly, clauses and adverbial phrase.</li> </ul>
<p><b>Transcription present neatly</b> This concept involves developing an understanding of handwriting and clear presentation</p>		<ul style="list-style-type: none"> <li>● Sit correctly and hold a pencil correctly.</li> <li>● Begin to form lower-case letters correctly.</li> <li>● Form capital letters.</li> <li>● Form digits 0 – 9.</li> <li>● Understand letters that are formed in similar ways.</li> <li>● Form lower-case letters of a consistent size.</li> <li>● Begin to join some letters.</li> <li>● Write capital letters and digits of consistent size.</li> </ul>	<ul style="list-style-type: none"> <li>● Join letters, deciding which letters are best left un-joined.</li> <li>● Make handwriting legible by ensuring down strokes of letters are parallel and letters are spaced appropriately.</li> </ul>

		<ul style="list-style-type: none"> <li>● Use spacing between words that reflect the size of the letters.</li> </ul>	
<p><b>Spell correctly</b> This concept involves understanding the need for accuracy.</p>		<ul style="list-style-type: none"> <li>● Spell words containing 40+ learned phonemes.</li> <li>● Spell common exception words (the, said, one, two and the days of the week (.</li> <li>● Name letters of the alphabet in order.</li> <li>● Use letter names to describe spellings of words.</li> <li>● Add prefixes and suffixes, learning the rule for adding 's' and 'es' as a plural marker for nouns, and the third person singular marker for verbs (I drink – he drinks).</li> <li>● Use the prefix un.</li> <li>● Use suffixes where no change to the spelling of the root word is needed: helping, helped, helper, eating, quicker, quickest.</li> <li>● Use spelling rules.</li> <li>● Write simple sentences dictated by the teacher.</li> <li>● Spell by segmenting words into phonemes and represent them with the correct graphemes.</li> </ul>	<ul style="list-style-type: none"> <li>● Use prefixes and suffixes and understand how to add them into a sentence.</li> <li>● Spell homophones correctly.</li> <li>● Spell correctly often misspelt words.</li> <li>● Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's).</li> <li>● Use the first two or three letters of a word to check its spelling in a dictionary.</li> <li>● Write from memory simple sentences, dictated by the teacher, that includes words and punctuation taught so far.</li> </ul>

		<ul style="list-style-type: none"> <li>● Learn some new ways to represent phonemes.</li> <li>● Spell common exception words correctly.</li> <li>● Spell contraction words correctly (can't, don't).</li> <li>● Add suffixes to spell longer words (-men, -ness, -full and -less).</li> <li>● Use the possessive apostrophe (single). For example, the girl's book.</li> <li>● Distinguish between homophones and near-homophones.</li> </ul>	
<p><b>Punctuate accurately</b> This concept involves understanding that punctuation adds clarity to writing.</p>		<ul style="list-style-type: none"> <li>● Leave spaces between words.</li> <li>● Use the word 'and' to join words and sentences.</li> <li>● Begin to punctuate using a capital letter for the name of people, places, the days of the week and I.</li> <li>● Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, commas for lists and apostrophes for contracted forms.</li> </ul>	<ul style="list-style-type: none"> <li>● Develop understanding of writing concepts by:</li> <li>● Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because and although.</li> <li>● Using the present perfect form of verbs in contrast to the past tense.</li> <li>● Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</li> </ul>

		<ul style="list-style-type: none"> <li>● Use sentences with different forms: statement, question, exclamation and command.</li> <li>● Use extended noun phrases to describe and specify (e.g. the blue butterfly).</li> <li>● Use subordination (when, if, that or because).</li> <li>● Use coordination (or, and, but).</li> <li>● Use some features of standard written English.</li> <li>● Use the present and past tenses correctly, including the progressive form.</li> </ul>	<ul style="list-style-type: none"> <li>● Using conjunctions, adverbs, and prepositions to express time and cause.</li> <li>● Using fronted adverbials.</li> <li>● Indicate grammatical and other features by:</li> <li>● Using commas after fronted adverbials.</li> <li>● Indicating possession by using the possession apostrophe with plural nouns.</li> <li>● Using punctuating direct speech.</li> </ul>
<p><b>Analysis and presentation, analyse writing</b> This concept involves understanding how grammatical choices give effect and meaning to writing.</p>		<ul style="list-style-type: none"> <li>● Discuss writing with the teacher and other pupils.</li> <li>● Use and understand grammatical terminology in discussing writing:</li> </ul> <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>● Word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark.</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>● Use and understand grammatical terminology in discussing writing:</li> </ul>	<ul style="list-style-type: none"> <li>● Use and understand grammatical terminology when discussing writing:</li> </ul> <p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>● Word family, conjunction, adverb, proposition, direct speech, inverted commas ('speech marks'), prefix, consonant, vowel, clause, subordinate clause.</li> </ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>● Pronoun, possessive pronoun, adverbial.</li> </ul>

		<ul style="list-style-type: none"> <li>● Verb, tense (past, present), adjective, noun, suffix, apostrophe, comma.</li> </ul>	
<p><b>Present writing</b> This concept involves learning to reflect upon writing and reading it aloud to others.</p>		<ul style="list-style-type: none"> <li>● Read aloud writing clearly enough to be heard by peers and the teacher.</li> <li>● Read aloud writing with some intonation.</li> </ul>	<ul style="list-style-type: none"> <li>● Read aloud writing to a group or whole class, using appropriate intonation.</li> </ul>
<p><b>Communication, listen carefully and understand</b> This concept involves understanding how to engage with what others are saying.</p>	<p>Communication and language: Listening and Attention 30 – 50 month.</p> <ul style="list-style-type: none"> <li>● Listens to others one to one or in small groups, when conversation interests them.</li> <li>● Listen to stories with increasing attention and recall.</li> <li>● Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>● Focussing attention – still listen or do, but can shift own attention.</li> </ul>	<ul style="list-style-type: none"> <li>● Sift information and focus on the important points:</li> <li>● Seek clarification when a message is not clear.</li> <li>● Understand instructions with more than one point.</li> </ul>	<ul style="list-style-type: none"> <li>● Engage in discussions, making relevant points.</li> <li>● Ask for specific additional information to clarify.</li> <li>● Understand the meaning of some phrases beyond the literal interpretation.</li> </ul>



	<ul style="list-style-type: none"><li>● Is able to follow directions (if not intently focussed on own choice of activity).</li></ul> <p>40 – 60 + months</p> <ul style="list-style-type: none"><li>● Listens to others one to one in small groups, when conversations interest them.</li><li>● Listens to stories with increasing attention and recall.</li><li>● Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li><li>● Focussing attention – still listen or do, but can shift own attention.</li><li>● Is able to follow directions (if not intently focussed on own choice of activity).</li></ul>		
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	<p>Communication and Language: Understanding. 30 – 50 months</p> <ul style="list-style-type: none"><li>• Understands use of objects (e.g. ‘what do we use to cut things’).</li><li>• Shows understanding of prepositions such as ‘under’, ‘on’, ‘top’, ‘behind’ by carrying out an action or selecting correct picture.</li><li>• Responds to simple instructions, e.g. to get or put away an object.</li><li>• Beginning to understand ‘why’ and ‘how’ questions.</li></ul> <p>40 – 60 + months</p> <ul style="list-style-type: none"><li>• Responds to instructions involving a two-part sequence.</li></ul>		
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- 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 conversations or discussion.

Early Learning Goal  
Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Communication and Language:

Speaking

30 – 50 months

- Beginning to use more complex sentences to link thoughts (e.g. using and, because).

	<ul style="list-style-type: none"><li>● Can retell a simple past even in correct order (e.g. went down slide, hurt finger).</li><li>● Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</li><li>● Questions why things happen and gives explanations. Asks e.g. who, what, when, how.</li><li>● Uses range of tenses (e.g. play, playing, will play, played).</li><li>● Uses intonation, rhythm and phrasing to make the meaning clear to others.</li><li>● Uses vocabulary focussed on objects and people that are of particular</li></ul>		
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	<p>importance to them.</p> <ul style="list-style-type: none"><li>● Builds up vocabulary that reflects the breadth of their experiences.</li><li>● Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle'.</li></ul> <p>40 – 60 months</p> <ul style="list-style-type: none"><li>● Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li><li>● Uses languages to imagine and recreate roles and experiences in play situations.</li><li>● Links statements and sticks to a main theme or intention.</li></ul>		
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	<ul style="list-style-type: none"> <li>● Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> <li>● Introduces storyline or narrative into their play.</li> </ul> <p>Early Learning Goal Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas and events.</p>		
<p><b>Develop a wide and interesting vocabulary</b> This concept involves building a rich, sophisticated vocabulary with which to express oneself.</p>		<ul style="list-style-type: none"> <li>● Use subject specific vocabulary to explain and describe.</li> <li>● Suggest words or phrases appropriate to the topic being discussed.</li> <li>● Identify homophones.</li> </ul>	<ul style="list-style-type: none"> <li>● Use time, size and other measurements to quantify.</li> <li>● Use interesting adjectives, adverbial phrases in discussion.</li> <li>● Use vocabulary that is appropriate to the topic being discussed or the audience that is listening.</li> </ul>

<p><b>Speak with clarity</b> This concept involves understanding that an audience needs to understand what is being said.</p>		<ul style="list-style-type: none"> <li>● Speak in a way that is clear and easy to understand.</li> <li>● Demonstrate good phonic knowledge by clearly pronouncing the sounds within words.</li> <li>● Identify syllables within words.</li> </ul>	<ul style="list-style-type: none"> <li>● Use verbs with irregular endings.</li> <li>● Use a mixture of sentence lengths to add interest to discussions and explanations.</li> <li>● Use intonation to emphasise grammar and punctuation when reading aloud.</li> </ul>
<p><b>Tell stories with structure</b> This concept involves understanding how to keep an audience engaged through structured speech.</p>		<ul style="list-style-type: none"> <li>● Ensure stories have a setting, plot and sequence of events.</li> <li>● Recount experiences with interesting detail.</li> <li>● Predict events in a story.</li> <li>● Give just enough detail to keep the audience engaged.</li> </ul>	<ul style="list-style-type: none"> <li>● Bring stories to life with expression and intonation.</li> <li>● Read the audience to know when to add detail and when to leave it out.</li> </ul>
<p><b>Hold conversations and debates</b> This concept involves understanding how to engage with others</p>		<ul style="list-style-type: none"> <li>● Take turns to talk, listening carefully to the contributions of others.</li> <li>● Vary language between formal and informal according to the situation.</li> <li>● Add humour to a discussion or debate where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>● Make relevant comments or ask questions in a discussion or debate.</li> <li>● Seek clarification by actively seeking to understand others' points of view.</li> <li>● Respectfully challenge opinions or points, offering an alternative.</li> </ul>

<b>Breadth of Study</b>		
<b>EYFS</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
<b>Reading</b>	<b>Reading</b> <ul style="list-style-type: none"> <li>● Listen to traditional tales.</li> </ul>	<b>Reading</b>

<p>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>	<ul style="list-style-type: none"> <li>● Listen to a range of texts.</li> <li>● Learn some poems by heart.</li> <li>● Become familiar with wide range of texts of different lengths.</li> <li>● Discuss books.</li> <li>● Build up repertoire of poems to recite.</li> <li>● Use the class and school libraries.</li> <li>● Listen to short novels over time.</li> </ul>	<ul style="list-style-type: none"> <li>● Read and listen to a wide range of styles of text, including fairy stories, myths and legends.</li> <li>● Listen to and discuss a wide range of texts.</li> <li>● Learn poetry by heart.</li> <li>● Increase familiarity with wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures.</li> <li>● Take part in conversations about books.</li> <li>● Learn a wide range of poetry by heart.</li> <li>● Use the school and community libraries.</li> <li>● Look at classification systems.</li> <li>● Look at books with a different alphabet to English.</li> <li>● Read and listen to whole books.</li> </ul>
<p><b>Writing</b> Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonically plausible.</p>	<p><b>Writing</b> Narrative</p> <ul style="list-style-type: none"> <li>● Write stories set in places pupils have been.</li> <li>● Write stories with imaginary settings.</li> <li>● Write stories and plays that use the language of fairy tales and traditional tales.</li> <li>● Write stories with mimic significant authors.</li> <li>● Write narrative diaries.</li> </ul> <p>Non-fiction</p>	<p><b>Writing</b> Narrative</p> <ul style="list-style-type: none"> <li>● Write stories set in places pupils have been.</li> <li>● Write stories that contain mythical, legendary or historical characters or events.</li> <li>● Write stories of adventure.</li> </ul>



	<ul style="list-style-type: none"> <li>● Write labels.</li> <li>● Write lists.</li> <li>● Write captions.</li> <li>● Write instructions.</li> <li>● Write recounts.</li> <li>● Write glossaries.</li> <li>● Present information.</li> <li>● Write non-chronological reports.</li> </ul> <p>Poetry</p> <ul style="list-style-type: none"> <li>● Write poems that use pattern, rhyme and description.</li> <li>● Write nonsense and humorous poems and limericks.</li> </ul> <p>Note</p> <p>Only the following are statutory at KS1:</p> <ul style="list-style-type: none"> <li>● Personal experiences.</li> <li>● Real events.</li> <li>● Poetry.</li> <li>● Different purposes.</li> </ul>	<ul style="list-style-type: none"> <li>● Write stories of mystery and suspense.</li> <li>● Write letters.</li> <li>● Write plays.</li> <li>● Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum.</li> </ul> <p>Non-fiction</p> <ul style="list-style-type: none"> <li>● Write instructions.</li> <li>● Write recounts.</li> <li>● Write persuasively.</li> <li>● Write explanations.</li> <li>● Write non-chronological reports.</li> <li>● Write biographies.</li> <li>● Write in a journalistic style.</li> <li>● Write arguments.</li> <li>● Write formally.</li> </ul> <p>Poetry</p> <ul style="list-style-type: none"> <li>● Learn by heart and perform a significant poem.</li> <li>● Write Haiku.</li> <li>● Write cinquain.</li> <li>● Write poems that convey an image (smile, word, play, rhyme and metaphor).</li> </ul> <p>Note</p> <p>Only the following are statutory at KS2</p> <ul style="list-style-type: none"> <li>● Narratives.</li> <li>● Non-fiction.</li> </ul>
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<p><b>Communication and language</b></p> <p>Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Understanding: children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.</p> <p>Speaking: children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>		<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>● Engage in meaningful discussions in all areas of the curriculum.</li> <li>● Listen to and learn a wide range of subject specific vocabulary.</li> <li>● Through reading identify vocabulary that enriches and enlivens stories.</li> <li>● Speak to small and larger audiences at frequent intervals.</li> <li>● Practise and rehearse sentences and stories, gaining feedback on the overall effect and the use of standard English.</li> <li>● Listen to and tell stories often so as to internalise the structure.</li> <li>● Debate issues and formulate well-constructed points.</li> </ul>
<p><b>Impact</b></p> <p>Our English Curriculum is based on expertise from RWI, The fisher Family Trust and Jane Considine and it fully meets the requirements of the National Curriculum. We measure the impact of our curriculum through the following methods:</p> <ul style="list-style-type: none"> <li>● A formative reflection on standard achieved against the planned outcomes daily, weekly and termly. Teachers adjust to planning accordingly to meet the needs of their class.</li> <li>● Regular RWI assessments, followed by identification and 1:1 groupings.</li> <li>● Termly assessments Progress in Reading Assessments and Progress in Grammar, Punctuation and Spelling (GAPS), which are termly standardised reading comprehensive and SPaG tests which enable school to track progress, predict future performance and benchmark against national averages.</li> <li>● Half termly writing annotations, in which teachers assess pieces of writing against the Teacher Assessment Framework and National Curriculum requirements.</li> </ul>		

- Pupil discussions about their learning.
- Monitoring of lessons, planning and work, as per our Quality Assurance Schedule.

Our children will develop a love and passion for reading. They will experience a range of text types and read for different purposes. They will read with fluency and have strong comprehension skills as a result of our teaching. They will have excellent book talk skills. Our children will be proficient at the technical aspects of transcribing whilst also creating texts which meet the needs of their intended purpose and audience. The result being that children meet or exceed their personal targets.