



Curriculum and Progression in English

Intent:

When our children leave Rothbury First School, we expect them to be keen and enthusiastic readers, children who read fluently and widely and are able to express preferences and opinions about the texts that they read. We want them to read for pleasure, having had access to a wide range of text types, genres and authors in order for them to make informed opinions about their favourites. We want to produce children who write with confidence and accuracy for a variety of purposes and audiences whilst following their own interests and developing their own individual flair. We want our children to be able to write with grammatical accuracy and be able to apply spelling patterns correctly using a neat handwriting style. We aim to expose our children to a wide range of vocabulary so that they are able to decipher new words and then use them when speaking both informally and formally. We also aim for our children to apply all of these English skills to all areas of the curriculum

Implementation:

We teach phonics through the Read, Write, Inc Ruth Miskin phonics program. It is a systematic, fast paced approach to teaching phonics. The children read decodable books that match their phonics level.

Cross Curricular Reading and writing is taught across the curriculum ensuring that skills taught in these lessons are applied in other subjects.

Whole school events We celebrate National Poetry Day, Roald Dahl Day, World Book Day and organise termly story weeks.. We also plan whole school competitions such as 'Been caught reading' and sponsored reads'. These bring the whole school together to concentrate on one theme.

Every class has a limited selection of high quality, core texts which are revisited time and time again.

Hamilton Trust is used for the planning and delivery of English across Year 1 -Year 4 to ensure consistency and progression. Reading for Pleasure Once a day the whole school 'drops everything and reads' (DEAR time). This is when the staff read to the children modelling the excitement and expression that storytelling brings. As a school, we visit the local library twice a year with the children and encourage them to visit regularly and share recommendations with others.

Progression of Skills

	EYFS	Year 1	Year 2	Year 3	Year 4
Word Reading	Say a sound for each letter in the alphabet and at least 10 digraphs Read words consistent with their phonic knowledge by sound-blending Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Apply phonic knowledge and skills to decode words Respond speedily with the correct sound to graphemes for all 40+ phonemes Read accurately by blending sounds in unfamiliar words containing GPCs and common exception words. Read words containing taught GPCs and –s, –es, – ing, –ed, –er and –est endings. Read other words of more than one syllable that contain taught GPCs. Read words with contractions, e.g. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter(s) Read aloud accurately books that are consistent	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same graphemes as above Read words containing common suffixes read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

		<p>with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>Re-read these books to build up their fluency and confidence in word reading</p>	<p>Read most words quickly and accurately without overt sounding and blending when they have been frequently encountered</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Re-read these books to build up their fluency and confidence in word reading</p>		
Comprehension	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> <p>Anticipate – where appropriate – key events in stories</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> -listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently -being encouraged to link what they read or hear read to their own experiences -becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics -recognising and joining in with predictable phrases -learning to appreciate rhymes and poems, and to recite some by heart -discussing word meanings, linking new 	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> -listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and nonfiction at a level beyond that at which they can read independently -discussing the sequence of events in books and how items of information are related -becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales -being introduced to nonfiction books that are structured in different ways -recognising simple recurring literary language 	<p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks -reading books that are structured in different ways and reading for a range of purposes -using dictionaries to check the meaning of words that they have read -increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally -identifying themes and conventions in a wide range of books -preparing poems and play scripts to read aloud 	<p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks -reading books that are structured in different ways and reading for a range of purposes -using dictionaries to check the meaning of words that they have read -increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally -identifying themes and conventions in a wide range of books -preparing poems and play scripts to read aloud

		<p>meanings to those already known</p> <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> - drawing on what they already know or on background information and vocabulary provided by the teacher -checking that the text makes sense to them as they read and correcting inaccurate reading -discussing the significance of the title and events making inferences on the basis of what is being said and done -predicting what might happen on the basis of what has been read so far -participate in discussion about what is read to them, taking turns and listening to what others say -explain clearly their understanding of what is read to them 	<p>in stories and poetry</p> <ul style="list-style-type: none"> -discussing and clarifying the meanings of words, linking new meanings to known vocabulary -discussing their favourite words and phrases -continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> -drawing on what they already know or on background information and vocabulary provided by the teacher -checking that the text makes sense to them as they read and correcting inaccurate reading -making inferences on the basis of what is being said and done -answering and asking questions -predicting what might happen on the basis of what has been read so far -participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say -explain and discuss their understanding of books, 	<p>and to perform, showing understanding through intonation, tone, volume and action</p> <ul style="list-style-type: none"> -discussing words and phrases that capture the reader's interest and imagination -recognising some different forms of poetry (e.g. free verse, narrative poetry) <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> -checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context -asking questions to improve their understanding of a text -drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence -predicting what might happen from details stated and implied -identifying main ideas drawn from more than one paragraph and summarising these -identifying how language, structure, and presentation contribute to meaning -retrieve and record information from non-fiction -participate in discussion about both books that are read to them and those 	<p>and to perform, showing understanding through intonation, tone, volume and action</p> <ul style="list-style-type: none"> -discussing words and phrases that capture the reader's interest and imagination -recognising some different forms of poetry (e.g. free verse, narrative poetry) <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> -checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context -asking questions to improve their understanding of a text -drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence -predicting what might happen from details stated and implied -identifying main ideas drawn from more than one paragraph and summarising these -identifying how language, structure, and presentation contribute to meaning -retrieve and record information from non-fiction -participate in discussion about both books that are read to them and those
--	--	---	---	--	--

			poems and other material, both those that they listen to and those that they read for themselves	they can read for themselves, taking turns and listening to what others say	they can read for themselves, taking turns and listening to what others say
Transcription	Spell words by identifying sounds in them and representing the sounds with a letter or letters	<p>Spelling (see English Appendix 1)</p> <ul style="list-style-type: none"> -Spell words containing each of the 40+ phonemes already taught -common exception words -the days of the week -name the letters of the alphabet in order -use 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 -use the prefix un– -use –ing, –ed, –er and –est where no change is needed in the spelling of root words (e.g. helping, helped, helper) -apply simple spelling rules and guidelines, 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 	<p>Spelling (see English Appendix 1)</p> <p>Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <ul style="list-style-type: none"> -Learn 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 -Learn to spell common exception words Learn to spell more words with contracted forms -Learn the possessive apostrophe (singular) -distinguish between homophones and near homophones -add suffixes to spell longer words, e.g. –ment, –ness, –ful, –less, –ly -apply spelling rules and guidelines, listed in Appendix 1 -write from memory simple sentences dictated by the teacher that include words using GPCs, common exception words and punctuation taught so far 	<p>Spelling (see English Appendix 1)</p> <p>Use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>Spell further homophones</p> <p>Spell words that are often misspelt (English Appendix 1)</p> <p>Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>	<p>Spelling (see English Appendix 1)</p> <p>Use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>Spell further homophones</p> <p>Spell words that are often misspelt (English Appendix 1)</p> <p>Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>
Handwriting	Hold a pencil effectively in preparation for fluent	Sit correctly at a table, holding a pencil	Form lower-case letters of the correct size relative to	Use the diagonal and horizontal strokes that are	Use the diagonal and horizontal strokes that are

	<p>writing – using the tripod grip in almost all cases</p> <p>Write recognisable letters, most of which are correctly formed</p>	<p>comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters</p> <p>Form digits 0-9</p> <p>understand which letters belong to which handwriting 'families' and to practise these</p>	<p>one another start using some of the diagonal and horizontal strokes needed to join letters and</p> <p>Understand which letters, when adjacent to one another, are best left unjoined</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>Use spacing between words that reflects the size of the letters</p>	<p>needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>Increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</p>	<p>needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>Increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</p>
Composition	<p>Write simple phrases and sentences that can be read by others.</p>	<p>Write sentences by:</p> <ul style="list-style-type: none"> -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 	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> -writing narratives about personal experiences and those of others (real and fictional) -writing about real events writing poetry -writing for different purposes <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> -planning or saying out loud what they are going to write about -write down ideas and/or key words, including new vocabulary -encapsulate what they want to say, sentence by sentence -make simple additions, revisions and corrections to their own writing by: -evaluate their writing with the teacher and other pupils 	<p>Plan writing by: -discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>-discuss and record ideas in</p> <p>Draft and write by:</p> <ul style="list-style-type: none"> -composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See English Appendix 2) -organising paragraphs around a theme -in narratives, creating settings, characters and plot -in non-narrative material, using simple organisational devices (for examples headings and sub-headings) <p>Evaluate</p>	<p>Plan writing by: -discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>-discuss and record ideas in</p> <p>Draft and write by:</p> <ul style="list-style-type: none"> -composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See English Appendix 2) -organising paragraphs around a theme -in narratives, creating settings, characters and plot -in non-narrative material, using simple organisational devices (for examples headings and sub-headings) <p>Evaluate</p>

			-re-read 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-read to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly) -read aloud what they have written with appropriate intonation to make the meaning clear	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	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
Vocabulary, Grammar and Punctuation		VG&P (see English Appendix 2) Develop their understanding of the concepts set out in English Appendix 2 by: -leaving spaces between words -joining words and joining clauses using -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' Learn the grammar for year 1 in English Appendix 2 use the grammatical terminology in English Appendix 2 in discussing their writing	VP&G (see English Appendix 2) 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, e.g. the blue butterfly -the present and past	VP&G (see English Appendix 2) 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, e.g. when, if, because, although -using the present perfect form of verbs to mark relationships of time and cause -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	VP&G (see English Appendix 2) 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, e.g. when, if, because, although -using the present perfect form of verbs to mark relationships of time and cause -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

			<p>tenses correctly and consistently including the progressive form</p> <ul style="list-style-type: none"> -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 <p>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing</p>	<p>Appendix 2</p> <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> -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 	<p>Appendix 2</p> <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> -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
--	--	--	---	--	--

Vocabulary

EYFS	Year 1	Year 2	Year 3	Year 4
Sounds, phonics, letter, capital letter, full stop	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark, noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark, noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma, preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark, noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma, preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech

			marks')	marks') determiner pronoun, possessive pronoun adverbial
--	--	--	---------	--