

# Curriculum Skills and Progression English: 2023 to 2024





## The English Curriculum and Christian Distinctiveness at Horsford CofE VA Primary School

At Horsford C of E Primary School, we ensure that the teaching of our English curriculum embodies our Christian Distinctiveness and reinforces our School Values of: Courage, Compassion and Responsibility. We believe that through exposing the children to a range of texts, cultures and viewpoints, we can encourage a deeper understanding and acceptance of the diverse world in which we live. We encourage a love of reading, through a wide range of texts including fiction, non, fiction and poetry. We teach through a variety of genres which represent multiple cultures, beliefs and religions. Through these we discuss and encourage deeper thinking about acceptance and understanding of one another. Through the teaching of a range of religious stories, such as our school Bible story of The Good Samaritan, we further reinforce the idea that everyone is included at our school, regardless of their own life story and how different that might look to our own.

**‘Spirituality is the bitter-sweet yearning for beauty, truth, love and wonder beyond ourselves. It is a longing we pursue together and a treasure we glimpse in ourselves and one another and seek beyond us into eternity. It is life in all its fullness.’**





## The English Curriculum and Provision for Pupils with SEND

At Horsford C of E VA Primary school, we believe all pupils should have the opportunity to learn to the best of their capabilities through a broad and balanced, inclusive curriculum. For our pupils with a Special Educational Need, we scaffold their learning to provide them with the strongest opportunities for success in our school. We believe firmly in the SEND Code of Practice's statement that 'every teacher is a teacher of SEN' and that our pupils with SEN should be provided with the same opportunities as their peers in our school. This means that, with their learning being personalised to meet their areas of need, they feel included in the classroom and make progress year on year. Reasonable adjustments are made in all lessons to enable this.

The English curriculum can be adapted to meet the needs of children with SEND in the following ways.

Word Banks for pre-learning and to support during topics and themes	My Turn/Your Turn
Cutting and Sticking Key Words on to work as prompts	Breaks
Print out portions of work and learning objectives to minimise writing	Targets made clear for lessons and learning – linked to IEP
Coloured Paper or recycled paper to minimise visual stress	Now/Next
Breaking down lessons into short, manageable chunks	Weighted lap/shoulder blanket
Mixed ability groups – using peers as support and role models	Visual Timetables – class and individual
Adult assistance nearby	Fidget toys available
Using another student as a reader/support	Coloured Paper for visual stress
Knowledge map/Mind Maps	Cushions for seats – wobble and wedge cushions
Recording ideas on whiteboards as an aide memoire	Coloured Overlays
Recording devices to record their answers/sentences – talking tins, iPad	Headphones/ear defenders
Clipboards - flexibility of where to sit	Remembering/'to do' lists
Printing work larger and in smaller chunks	iPad as a translator
Cloze passages/activities to check learning	iPad to record ideas
Draw answers or explanations	Dictation apps and programs
Songs and rhymes/mnemonics – Horrible Histories	Memory' buddy – prompt each other
Actions – telling the story of a lesson	Equipment adapted for needs (books, scissors, pencils, whiteboard)



## The English Curriculum and Provision for Pupils with SEND

The English curriculum can be adapted to meet the needs of children with SEND in the following ways.

Enlarged typefaces	Whiteboards for practising writing or note taking (flowing)
Open Dyslexia font used as standard practice	A safe/quiet space in or near the classroom
Coloured exercise books (Crossbow Education)	Behaviour plans
Changing font size	Extra time for the trickier tasks
Writing frames and scaffolding	Simplified work
Word lists of key vocabulary for pre-learning and as prompts	Keeping instructions short and one at a time
Relevant word banks of common language for different subjects	Checklists (e.g., going home)
Trying a 1:1 adult/adult nearby	Laptop dictation
Having a study buddy	Pencil grippers – variety of pens and pencils
Checking seating position – sight problems – near the back for sensory needs	Variety of pens/writing implements
Writing slopes	

When planning for English class teachers should adapt their lessons where necessary using ideas taken from this list, however it is important to remember this list is not exhaustive and other adaptations may be needed for children with specific needs.

English – Reading	
EYFS	
<p><b>EYFS Statutory Educational Programme:</b> It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>	
ELG	Pupils can:
<p><b>Comprehension ELG</b></p> <ul style="list-style-type: none"> <li>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> <li>- Anticipate – where appropriate – key events in stories;</li> <li>- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</li> </ul> <p><b>Word Reading ELG</b></p> <ul style="list-style-type: none"> <li>- Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>- Read words consistent with their phonic knowledge by sound-blending;</li> <li>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>	<p>Comprehension, creating with materials and being imaginative/expressive :</p> <ul style="list-style-type: none"> <li>● Use vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoy an increasing range of books.</li> <li>● Know that information can be retrieved from books and computers.</li> <li>● Continue a rhyming string</li> <li>● Begins to retell familiar traditional tales using key words, phrases and actions.</li> <li>● Begins to use newly acquired vocabulary in correct context.</li> <li>● Develop storylines in their pretend play.</li> </ul> <p>Word reading</p> <ul style="list-style-type: none"> <li>● Read individual letters by saying the sounds for them.</li> <li>● Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>● Read some letter groups that each represent one sound and say sounds for them.</li> </ul>

<p>Links to other learning goals:</p> <p><b>Creating with materials ELG</b></p> <p>-Make use of props and materials when role-playing characters in narratives and stories.</p> <p><b>Being Imaginative and Expressive ELG</b></p> <p>- Invent, adapt and recount narratives and stories with peers and their teacher;</p> <p>- Sing a range of well-known nursery rhymes and songs;</p> <p>-Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<ul style="list-style-type: none"> <li>● Read a few common exception words matched to the school’s phonic programme.</li> <li>● Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</li> <li>● Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> </ul>
<p><b>Children exceeding the ELG</b> Pupils can:</p>	
<ul style="list-style-type: none"> <li>● Read the Reception high frequency words with confidence</li> <li>● Read most words fluently</li> <li>● Use phonics to decode unfamiliar words</li> <li>● Talk about a story once they have read it</li> <li>● Answer questions about what they have read</li> <li>● Read a wide range of books, labels, posters etc</li> </ul>	

### Reception Reading Opportunities

- A 20 minute phonics session per day – following the revised Nebula SPP.
- The children are taught in class groups and they are assessed half termly on Phonics Tracker. Children that are not keeping up with the pace of the programme receive targeted intervention based on the gaps in phonics knowledge.
- Children take home phonics focused books that are in line with the Nebula SSP and therefore the sounds that they have been taught.
- Children are read with individually and they are set a reading target in their reading record. The book and reading record then go home so that this can be shared with parents and carers.
- To support and develop a love of reading, children select a library book to take home to share with their family.
- Class story time daily and a shared reading session as a whole class as regularly as possible.
- Continuous provision encourages children to apply and to consolidate phonics skills, and to develop a love of reading.
- Oral story telling opportunities are promoted regularly. For example, story-telling focused weeks, story stones and helicopter stories are used to support this.
- Teachers record themselves reading stories related to their theme of the week and these are added to tapestry for children to enjoy at home.

English – Reading

Year 1

<p>Expected</p> <p>Pupils can:</p>	<p>Greater Depth</p> <p>Pupils can:</p>
<ul style="list-style-type: none"> <li>● Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes</li> <li>● Read accurately by blending sounds in unfamiliar words containing GPCs (Grapheme phoneme correspondence)</li> <li>● Read aloud accurately books that are consistent with their developing phonic knowledge</li> <li>● Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>● With support, predict what might happen on the basis of what has been read (or images seen)</li> <li>● Check that the text makes sense to them as they read and correct inaccurate reading</li> <li>● With support, children are motivated to discuss new vocabulary and they can make plausible links to words they know</li> <li>● Drawing on what they know, their experiences and information/ideas/vocabulary provided by the teacher make connections about stories</li> <li>● With help, asking and answering appropriate questions related to text</li> </ul>	<ul style="list-style-type: none"> <li>● With prompting, is beginning to discuss the author’s vocabulary choices ‘Why do you think he used...?’</li> <li>● With teacher help, discuss their favourite words and phrases and begin to suggest and give reasons</li> <li>● With support make inferences based on what is being said and done</li> </ul>



English – Reading

Year 2

Expected Pupils can:	Greater Depth Pupils can:
<ul style="list-style-type: none"> <li>● Read accurately most words of two or more syllables</li> <li>● Read most words containing common suffixes*</li> <li>● Read most common exception words*.</li> </ul> <p><b>In age-appropriate books, the pupil can:</b></p> <ul style="list-style-type: none"> <li>● Read words accurately and fluently without overt sounding and blending</li> <li>● Sound out most unfamiliar words accurately, without undue hesitation and check it makes sense to them</li> <li>● Discuss and explain their understanding of the meaning of vocabulary in the context of the text</li> <li>● Answer questions and make some inferences on the basis of what is being said and done</li> <li>● Asking and answering appropriate questions related to text</li> </ul>	<ul style="list-style-type: none"> <li>● Make a plausible prediction about what might happen on the basis of what has been read so far. Give reasons for this.</li> <li>● Make inferences</li> <li>● With greater confidence, can discuss vocab choices and begin to consider the impact</li> <li>● Discuss their favourite words and phrases and give reasons for this</li> <li>● Make links between the book they are reading and other books they have read</li> </ul>

### KS1 Reading Opportunities

- Daily phonics sessions for 25 minutes. Teachers deliver phonics sessions using the revised Nebula SSP. Children are taught in single year group classes for phonics. They are mixed ability groupings.
- Children take home phonics focused books that are in line with the revised Nebula SSP and therefore the sounds that they have been taught.
- The children have their phonics progress assessed half termly on Phonics tracker. Year 1 children will take part in mock phonics screenings in preparation for the Phonics screening check.
- Children that are not keeping up with the pace of revised Nebula SSP will receive targeted phonics intervention.
- Children select and take home a library book to encourage the development of a love of reading.
- Daily whole class guided reading sessions using VIPERS, suggested VIPERS or POR texts.
- Children are provided with multiple opportunities to apply and consolidate phonics skills. Children are either read to individually or in small group sessions. Texts used match the child's reading level in line with the revised Nebula SSP.
- Children have constant access to class libraries/reading corners.

English – Reading

Year 3

<p>Expected Pupils can:</p>	<p>Greater Depth Pupils can:</p>
<ul style="list-style-type: none"> <li>● Read further exception words (see English Appendix 1: Spelling) and note the unusual correspondences between spelling and sound, and where these occur in the word.</li> <li>● Pupils are able to retrieve and record information</li> <li>● Make predictions based on details stated and implied</li> <li>● Draw on contextual evidence to make sense of what is read</li> <li>● Explain and discuss their understanding of what they have read and words they have encountered</li> <li>● Ask questions to enhance understanding of the text</li> <li>● Draws inferences such as inferring characters’ feelings, thoughts and motives from their actions</li> <li>● Explain and justify their personal opinions about the text</li> <li>● Make basic comparisons within and across different texts</li> <li>● Identifying main ideas drawn from more than one paragraph and summarise these</li> <li>● Asking and answering appropriate questions related to text</li> </ul>	<ul style="list-style-type: none"> <li>● Make simple comments that show awareness of the effect of the text on the reader (e.g. commenting on the language used to create mood or build tension) Which words created a... mood? What does the word...indicate?</li> <li>● Identify how punctuation adds effect and the impact this has</li> </ul>

## English – Reading

## Year 4

## Expected

## Pupils can:

Pupils read further exception words (see English Appendix 1: Spelling) and note the unusual correspondences between spelling and sound, and where these occur in the word.

- Pupils are able to retrieve and record information
- Make predictions based on details stated and implied
- Draw on contextual evidence to make sense of what is read
- Explain and discuss their understanding of what they have read and words they have encountered
- Ask questions to enhance understanding of the text
- Draws inferences such as inferring characters' feelings, thoughts and motives from their actions
- Explain and justify their personal opinions about the text
- Make basic comparisons within and across different texts
- Identifying main ideas drawn from more than one paragraph and summarise these
- Asking and answering appropriate questions related to text

## Greater Depth

## Pupils can:

Pupils can:

- Make simple comments that show awareness of the effect of the text on the reader (e.g. commenting on the language used to create mood or build tension) Which words created a... mood? What does the word...indicate?
- Identify how punctuation adds effect and the impact this has

English – Reading

Year 5

<p>Expected</p> <p>Pupils can:</p>	<p>Greater Depth</p> <p>Pupils can:</p>
<p>Pupils read aloud and understand the meaning of new words (English Appendix 1: Spelling)</p> <ul style="list-style-type: none"> <li>● Pupils are able to retrieve and record information</li> <li>● Make predictions based on details stated and implied</li> <li>● Show growing confidence when drawing from contextual evidence to make sense of what is read, and participates in discussion to explore words with different meanings.</li> <li>● Identify themes and conventions through discussion and comment</li> <li>● Discuss and explain their understanding of the meaning of vocabulary in context</li> <li>● Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>● Express views formed through independent reading and books that are read to them, explaining personal opinions</li> <li>● Are able to make comparisons within and across different texts</li> <li>● Identify key details that support main ideas, and to use them to summarise content drawn from more than one paragraph</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>● Use generally relevant textual references or quotations (PEE)</li> <li>● Make comments about the authors choice of language/structure/full range of punctuation/presentation and effect on the reader e.g. the ? makes you think that...</li> </ul>

English – Reading

Year 6

<p>Expected Pupils can:</p>	<p>Greater Depth Pupils can:</p>
<p>Pupils can:</p> <ul style="list-style-type: none"> <li>● Read age-appropriate books with confidence and fluency (including whole novels)</li> <li>● Retrieve and record information</li> <li>● Predict what might happen from details stated and implied</li> <li>● Read aloud with intonation that shows understanding</li> <li>● Work out the meaning of words from the context</li> <li>● Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence</li> <li>● Make comparisons within and across books</li> <li>● Summarise main ideas, identifying key details and using quotations for illustration</li> <li>● Asking and answering appropriate questions relating to text</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>● Identify key details using quotations for illustration (Point, Explanation, Evidence)</li> <li>● Evaluate how authors use language (including figurative language), structure, presentation, punctuation, considering the intention and impact on the reader. This should include summarising these features across the text</li> </ul>

## KS2 Reading Opportunities

- Children that have not passed phonics screening check in KS1 will receive targeted phonics intervention.
- Children select and take home a library book to encourage the development of a love of reading.
- Daily whole class guided reading sessions using VIPERS, suggested VIPERS or POR texts.
- Children whose reading age falls below their chronological age will read with adult at least twice a week in school.
- All classes will be read to weekly from the class novel/picture book
- Children have constant access to the school library/reading corners.
- There is designated time during the school week for children to visit the school library to allow them to choose a reading book for pleasure.

**English – Writing**  
**EYFS**

**EYFS Statutory Educational Programme:** It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

ELG	Pupils can:
<p><b>Writing ELG</b></p> <ul style="list-style-type: none"> <li>-Write recognisable letters, most of which are correctly formed;</li> <li>- Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>- Write simple phrases and sentences that can be read by others.</li> </ul> <p><b>Physical Development: Fine Motor Skills ELG</b></p> <ul style="list-style-type: none"> <li>- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Form lower-case and capital letters correctly.</li> <li>• Give meaning to marks they make as they draw, write and paint.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> <li>• Re-read what they have written to check that it makes sense</li> <li>• Begin to break the flow of speech into words.</li> <li>• Write own name and other things such as labels, captions.</li> <li>• Attempt to write short sentences in meaningful contexts.</li> </ul> <p><b>Physical development: Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient</li> </ul>



**Exceeding ELG**

**Pupils can:**

- Spell the Reception high frequency words
- Write a narrative using finger spaces, capital letter at the beginning of the sentence and full stop at the end
- Write for a wide variety of purposes consistently using finger spaces
- Use segmenting skills to spell unknown words consistently with some consonant clusters.

**Reception Writing Opportunities**

- Children are taught letter formation during phonics lessons. This is in line with the schools revised handwriting progression programme.
- Teachers model writing through a weekly shared write session.
- The children complete a weekly writing task where they are encouraged to apply phonics knowledge and other writing skills.
- Continuous provision encourages independent application of writing and mark making skills.
- Teachers encourage and guide independent writing through sustained shared thinking opportunities.

English – Writing

Year 1

<p>Expected Pupils can:</p>	<p>Greater Depth Pupils can:</p>
<ul style="list-style-type: none"> <li>● Sequence sentences to form short narratives</li> <li>● Punctuate sentences using a capital letter and a full stop mostly correctly</li> <li>● Use conjunctions to join clauses e.g. ‘and’</li> <li>● Leave spaces between words</li> <li>● Use a capital letter for the personal pronoun ‘I’</li> <li>● Use a capital letter for names of people, places, the days of the week mostly correctly</li> <li>● Spell words containing each of the 40+ phonemes already taught mostly accurately</li> <li>● Show some accurate use of –ing –ed –er –est where no change is needed in the spelling of root words for example: helping, helped, helper</li> <li>● Begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> </ul>	<ul style="list-style-type: none"> <li>● Link sentences together with increasing fluency to form a short narrative</li> <li>● Consistently punctuate sentences correctly and capitalize proper nouns consistently and accurately</li> <li>● Draw on stories they know to inform their language and sentence structure in their writing</li> <li>● Re read writing and make appropriate revisions so that the word choices are effective</li> </ul>

English – Writing

Year 2

Expected

Pupils Can

Greater Depth

Pupils Can

- Write simple, coherent narratives about personal experiences and those of others (real or fictional)
- Write about real events, recording these simply and clearly
- Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- Use present and past tense mostly correctly and consistently
- Use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses
- Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others
- Spell many common exception words \*
- Form 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 letters

- Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- Make simple additions, revisions and proofreading corrections to their own writing
- Use the punctuation taught at Key Stage 1 mostly correctly ^
- Spell most common exception words \*
- Add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, ful, –less, –ly) \*
- Use the diagonal and horizontal strokes needed to join some letters

### KS1 Writing Opportunities

- Children are provided with writing opportunities during phonics sessions, English and Whole class guided reading sessions, in addition to writing opportunities in foundation based subjects.
- Grammar, spelling and punctuation skills are taught in English sessions.
- Handwriting lessons taught discretely twice weekly.
- Teachers use POR texts and an enquiry curriculum to provide meaningful and purposeful opportunities for children to write.

English – Writing  
Year 3

Expected  
Pupils can:

Greater Depth  
Pupils can:

- Write effectively for a range of purposes and audiences, using appropriate language
- In narratives, develop settings, characters and plot
- Include dialogue in narrative, punctuated with inverted commas
- Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because and although
- Use adverbs and prepositions to express time and cause
- In non-narrative writing, use simple organisational devices (for example, headings and sub-headings)
- Begin to use accurate verb tenses and subject-verb agreement in pieces of writing
- Correctly use capital letters, full stops, question marks, exclamation marks, commas for lists, and apostrophes for contractions and singular possession
- Accurately spell of the majority of the words on the KS1 spelling list and some of the words on the Year 3/4 spelling list
- Apply the Year 3/4 rules that have been taught, including accurately spelling words with some prefixes and suffixes and some common homophones
- Use legible, joined handwriting

- Use sentences which enhance meaning through specific vocabulary and language choices
- Show some awareness of purpose through selection of relevant content and an attempt to interest the reader
- Begin to choose language used in dialogue to convey the character’s thoughts and feelings effectively

English – Writing  
Year 4

Expected Pupils Can	Greater Depth Pupils Can
<ul style="list-style-type: none"> <li>● Write effectively for a range of purposes and audiences, starting to select language to interest and engage the reader</li> <li>● In narratives, describe settings and characters, using a range of descriptive devices</li> <li>● Include correctly punctuated dialogue in narrative</li> <li>● Show appropriate use of fronted adverbials, correctly including the appropriate use of a comma</li> <li>● Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositions</li> <li>● Organise paragraphs around a theme and in non-fiction writing use appropriate organisational devices</li> <li>● Choose nouns or pronouns appropriately for clarity and cohesion</li> <li>● Ensure consistent and correct use of verb tense and subject-verb agreement throughout pieces of writing</li> <li>● Correctly use capital letters, full stops, question marks, exclamation marks, commas for lists, and apostrophes for contractions and for both singular and plural possession</li> <li>● Accurately spell of the majority of the words on the Year 3/4 spelling list and apply the Year 3/4 spelling rules mostly consistently</li> <li>● Use legible, joined handwriting</li> </ul>	<ul style="list-style-type: none"> <li>● Develop ideas and events through some deliberate selection of phrases and vocabulary e.g. technical terminology, vivid language, word choice for emphasis</li> <li>● Demonstrate conscious control of paragraphing to help shape the overall piece (e.g. change of time/place/event)</li> <li>● Use precise and effective noun phrases and adverbial phrases to expand sentences with awareness of impact on the reader</li> <li>● Choose language used in dialogue effectively to convey characters thoughts and feelings</li> </ul>

English – Writing  
Year 5

Expected Pupils can	Greater Depth Pupils can
<ul style="list-style-type: none"> <li>● Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader</li> <li>● In narratives, describe settings and characters and begin to describe atmosphere through selection of vocabulary and grammatical structures</li> <li>● Include dialogue within narratives to develop characters</li> <li>● Use the grammatical structures taught in Year 5 appropriately for the audience and purpose of the text e.g. modal verbs and adverbs to indicate degrees of possibility, relative clauses using a wide range of relative pronouns or an implied relative pronoun</li> <li>● Begin to manipulate sentence structure for effect</li> <li>● Use a range of devices to build cohesion within paragraphs e.g. pronouns, adverbials of time and place</li> <li>● Ensure consistent and correct use of verb tense and subject-verb agreement throughout pieces of writing</li> <li>● Use a range of punctuation, mostly accurately, including: parenthesis, brackets, dashes, ellipses, hyphens and colons to introduce lists</li> <li>● Accurately spell of the majority of words from Year 3/4 spelling list and apply spelling rules from Year 3/4 curriculum</li> <li>● Accurately spell of some words from Year 5/6 spelling list and apply the spelling rules from Year 5/6 curriculum that have been taught</li> <li>● Use a dictionary to check the spelling of more uncommon or ambitious vocabulary</li> <li>● Maintain legible, joined handwriting</li> </ul>	<ul style="list-style-type: none"> <li>● Manage shifts in viewpoint within a piece of writing with careful selection of language</li> <li>● Create cohesion within and across paragraphs using a range of devices e.g. reference chains, adverbials of time, place and number, and tense choices</li> <li>● Manipulate language and sentence structure to alter/change the meaning, and explain the impact of their choices on the reader</li> <li>● Use the passive and active voice appropriately to control the level of formality of a piece of writing</li> <li>● Use a range of punctuation to enhance meaning</li> </ul>

English – Writing

Year 6

Expected

Greater Depth

The pupil can:

- Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. The use of the first person in a diary; direct address in instructions and persuasive writing)
- In narratives, describe settings, characters and atmosphere
- Integrate dialogue in narratives to convey character and advance the action
- Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- Use verb tenses consistently and correctly throughout their writing
- Use the range of punctuation taught at Key Stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)
- Spell correctly most words from the Year 5/6 spelling list\* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- Maintain legibility in joined handwriting when writing at speed

The pupil can:

- Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- Distinguish between the language of speech and writing and choose the appropriate register \*\*
- Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- Use the range of punctuation taught at Key Stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity



KS2 Writing Opportunities

- Children are provided with writing opportunities during English and Whole class guided reading sessions, in addition to writing opportunities in Science, History, Geography and RE.
- Grammar, spelling and punctuation skills are taught in English sessions.
- Handwriting lessons taught discretely twice weekly.
- Teachers use POR texts to provide meaningful and purposeful opportunities for children to write.

**Skills Map – English**  
**EYFS - Communication and language**

The EYFS skills links to the following ELGs as part of the EYFS statutory education programme.

**Communication and Language (EYFS Statutory educational programme).**

**Listening, attention and understanding 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.

**Speaking ELG**

- 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.

**Being Imaginative and Expressive ELG**

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Whole School Speaking and Listening

Pupils can:

EYFS	Year 1	Year 2	Year 3
<p><b>Communication and language</b></p> <ul style="list-style-type: none"> <li>• Understand how to listen carefully and why listening is important.</li> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary through the day.</li> <li>• Ask questions to find out more and to check they understand what has been said to them.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Connect one idea or action to another using a range of connectives.</li> <li>• Describe events in some detail.</li> <li>• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>• Develop social phrases.</li> <li>• Engage in story times and with non fiction books.</li> <li>• Listen to and talk about stories and poems to build familiarity and understanding.</li> </ul>	<p><b>Talking to and with others</b></p> <ul style="list-style-type: none"> <li>• Develop ideas and feelings through sustained thinking</li> <li>• Speaking turns</li> <li>• Organise talk to help the listener, with overall structure evident</li> <li>• Adapt language and non-verbal features to suit content and audience</li> <li>• Respond to the speaker’s main ideas, developing them through generally relevant comments and suggestions</li> <li>• Attempt different roles and responsibilities in pairs or groups</li> </ul>	<p><b>Talking to and with others</b></p> <ul style="list-style-type: none"> <li>• Recount experiences and imagine possibilities,</li> <li>• Often connecting ideas vary talk in simple ways to gain and hold attention of the listener</li> <li>• Make specific vocabulary choices and use nonverbal features that show awareness of different purposes and listeners In some contexts</li> <li>• Listen and respond to the speaker, making simple comments and suggestions make helpful contributions when speaking in turn in pairs, and small groups</li> </ul>	<p><b>Talking to and with others</b></p> <ul style="list-style-type: none"> <li>• Express feelings and ideas when speaking about matters of immediate interest</li> <li>• Talk in ways that are audible and intelligible to familiar others show some awareness of the listener by making changes to language and non-verbal features In some contexts</li> <li>• Understand and engage with the speaker ,demonstrating attentive listening</li> <li>• Engage with others through taking turns in pairs and small groups</li> </ul> <p><b>Talking about Talk</b></p>

<ul style="list-style-type: none"> <li>● Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>● Use new vocabulary in different contexts.</li> <li>● Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>● Give their attention to what others say and respond appropriately, while engaged in another activity</li> <li>● Follow instructions involving several ideas or actions</li> <li>● Express themselves effectively, showing awareness of listeners’ needs.</li> <li>● Use past, present and future forms accurately when talking about events that have happened or are to happen in the future</li> <li>● Develop their own narratives and explanations by connecting ideas or events.</li> </ul>	<ul style="list-style-type: none"> <li>● Show understanding of characters or situations by adapting speech, gesture, and movement, helping to create roles and scenarios</li> </ul>	<p><b>Talking about talk</b></p> <ul style="list-style-type: none"> <li>● Extend experience and ideas, adapting speech, gesture ,or movement to simple roles and different scenarios</li> <li>● Show awareness of ways in which speakers vary talk, and why,</li> </ul>	<ul style="list-style-type: none"> <li>● Engage in imaginative play enacting simple characters and situations using everyday speech, gesture, or movement</li> <li>● Notice simple differences in speakers’ use of language and try out new words and ways of expressing meaning</li> </ul>
---	---	---	---

Whole School Speaking and Listening

Pupils can:

Year 4	Year 5	Year 6
<p><b>Talking to and with others</b></p> <ul style="list-style-type: none"> <li>● Speak in extended turns to express straightforward ideas and feelings, with some relevant detail, structure talk in ways which support meaning and show attention to the listener</li> <li>● Vary vocabulary, grammar, and non-verbal features to suit audience, purpose, and context</li> </ul> <p><b>Talking with in role play and drama</b></p> <ul style="list-style-type: none"> <li>● Show generally clear understanding of content and how it is presented, sometime introducing new material or ideas</li> <li>● Take on straightforward roles and responsibilities in pairs and groups</li> </ul> <p><b>Talking about talk</b></p> <ul style="list-style-type: none"> <li>● Convey straightforward ideas about characters and situations, making deliberate choices of speech, gesture, and movement in different role and scenario</li> <li>● Show understanding of how and why language choices vary in their own and others' talk in different situations</li> </ul>	<p><b>Talking to and with others</b></p> <ul style="list-style-type: none"> <li>● Express and explain relevant ideas and feelings, with some elaboration to make meaning explicit</li> <li>● Shape talk in deliberate ways for clarity and effect to engage the listener</li> <li>● Adapt vocabulary, grammar, and non-verbal features in ways well-matched to audience, purpose, and context</li> <li>● Recognise significant details and implicit meanings, developing the speaker's ideas in different ways</li> </ul> <p><b>Talking within role play and drama</b></p> <ul style="list-style-type: none"> <li>● Sustain roles and responsibilities with independence in pairs or groups, sometimes shaping overall direction of talk with effective contributions</li> <li>● Show insight into texts and issues through deliberate choices of speech, gesture, and movement, beginning to sustain and adapt different roles and scenarios</li> </ul> <p><b>Talking about talk</b></p> <p>Explain features of own and others' language use, showing understanding of effect of varying language for different purposes and situations</p>	<p><b>Talking to and with others</b></p> <ul style="list-style-type: none"> <li>● Explore complex ideas and feelings in a range of ways, both succinct and extended maintain generally controlled and effective organisation of talk to guide the listener</li> <li>● Adapt vocabulary, grammar, and non-verbal features to meet an increasing range of demands</li> <li>● Engage with complex material making perceptive responses, showing awareness of the speaker's aims and extending meanings</li> </ul> <p><b>Talking within role play and drama</b></p> <ul style="list-style-type: none"> <li>● Adopt group roles and responsibilities independently, drawing ideas together and promoting effective discussion</li> </ul> <p><b>Talking about talk</b></p> <ul style="list-style-type: none"> <li>● Demonstrate empathy and understanding through flexible choices of speech, gesture, and movement, adapting roles convincingly to explore ideas and issues</li> <li>● Analyse meaning and impact of spoken language variation, exploring significant details in own and others' language</li> </ul>

### Speaking and Listening Opportunities

- Children have the opportunity to listen to or to read stories daily.
- “Book talk” is used as a teaching strategy as part of the Power of Reading teaching sequences.
- Drama (hot seating, role on the wall, conscience alley) as used as part of the Power of Reading teaching sequences.
- Lets think in English enables the children to develop learning behaviours that are supportive of developing collaborative learning techniques, speaking and listening skills.
- Children are encouraged to express their ideas verbally before writing their ideas down.
- Oral story telling, recounting of first hand experiences are actively encouraged and planned for by teachers.
- Children are encouraged to ask and answer questions through multiple different learning opportunities.

#### Linked documents:

**Appendix A:** English Long Term Plan – containing Power of Reading and Guided Reading texts

**Appendix B:** Let’s Think In English/Philosophy Long Term Plan

**Appendix C:** Nebula reading and writing assessment sheets

**Appendix D:** Nebula Systematic and Synthetic Phonics Long Term Plan

**Appendix E:** VIPERS reading guidance

**Appendix F:** Year 3 Phonics Catch Up Programme

**Appendix G:** Handwriting Progression

**Appendix H:** Let’s Think In English Case Study 2021-22

**Appendix I:** Grammar Punctuation and Spelling Overview

#### **Reading projects:**

September 2019 - The Promise, The Tin Forest

September 2020 – Here We Are

September 2021 – The Boy Who Loved Words; Karl Nova Poetry Project