

Stanley Grove Primary and Nursery School

Scheme of work for English



We are trusted with Parents' most precious possessions...
... treasure them.

What our children say about English:

- I love that you can write your own stories (Year 2)
- I love English because I find it very easy. I am a great writer. (Year 3)
- I like reading new books and doing book reviews (Year 4)
- I have loved reading different books in class and discussing them. (Year 6)
- I love English because I like to write and reading is one of the things I love to do at home and at school (Year 6)

Stanley Grove's essentials for this subject:

- We want our children to be independent, hardworking, literate and numerate.
- To be able to communicate their ideas and emotions effectively.
- To read easily and to develop a love of books that will last all their life.
- To write clearly, accurately and coherently.
- To be able to talk confidently in different circumstances.
- To listen to others and learn from them.

Our English Curriculum

At Stanley Grove we teach English skills in a systematic, engaging and interesting way. Where possible we use core texts to inspire and engender a love of reading and writing. These core texts are chosen carefully to be age- appropriate and engaging. They cover a wide range of text types including non-fiction and poetry. The skills taught in English are practised and reinforced in all the other subjects taught.

Reading

Being an enthusiastic, fluent and efficient reader is essential to all learning and because of this reading is given high status in our school. Our rigorous approach to teaching reading ensures that children read regularly and are taught specific reading and comprehension skills. They are given the opportunity to experience a wide range of quality texts to develop a love of reading as well as exposure to tier 2 and 3 vocabulary. Teachers engender a love of reading by reading daily to their classes, sharing and discussing their favourite books and giving time for sustained reading. They value reading and this is apparent through the high quality loaning libraries, reading areas and promoting books in all curriculum areas.

Synthetic, systematic phonics is taught by highly skilled and trained staff. The children are taught in groups which are fluid and respond to their development and next steps. Children at risk of falling behind are identified early to keep up with their peers. We use Jolly Phonics and the children have high quality decodable books to read.

Developing an extensive, expressive and accurate vocabulary is also seen as essential to lifelong learning. Key vocabulary is highlighted in all areas of the curriculum, planned and is shared with parents. Vocabulary is discussed and explained in all subjects and children are expected to use efficient and accurate vocabulary in their work.

Writing

Writing is taught through using a range of different stimuli. These include drama, visits, visitors, poetry, our locality and engaging texts; often the core texts studied in the class. Teachers explicitly share with the children why the text is successful and model the writing strategies employed by the author. The children are encouraged to use the text as a model and to inspire their own writing. They are given opportunities to draft, edit and publish their work. Children take the opportunities offered to discuss, perform and read their work aloud with others. We have high expectations of children's handwriting and presentation and this is apparent thorough displays in school and children's books. Staff model correct letter formation at all times and signs around school are often handwritten. Spellings and Grammar are taught in regular daily sessions and are taught systematically, building on previously taught knowledge and skills.

English

Year 1

Spoken Language

Statutory requirements (National curriculum)	Stanley Grove Expectations
<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• listen and respond appropriately to adults and their peers• ask relevant questions to extend their understanding and build vocabulary and knowledge• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas• speak audibly and fluently with an increasing command of Standard English• gain, maintain and monitor the interest of the listener(s)	<p>Children move from experiencing and participating in informal talk to formal talk during their time in Stanley Grove.</p> <p>Children in Year 1 should be involved in:</p> <ul style="list-style-type: none">• 'playground talk'• Paired and group talk• Speaking to teacher and other adults• Listening and responding to others• Oral rehearsal for writing• Learning to talk clearly in front of large groups

Key Vocabulary for Year 1:

Writing :letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, consonant, vowel, spaces, alphabet

Reading: burb, order, question, skim and scan, glossary, contents, index, schwa, split digraph, tense, explain, significance, predictable, retell, recognise

Year 1

Reading

Word Reading	Comprehension														
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • 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 under-stand that the apostrophe represents the omitted letter(s) • read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • re-read these books to build up their fluency and confidence in word reading <p>Key Texts for Year 1:</p> <table border="0"> <tr> <td>Snow</td> <td>Dogger</td> </tr> <tr> <td>Stickman</td> <td>The Everywhere bear</td> </tr> <tr> <td>The Snowman</td> <td>Meerkat Mail</td> </tr> <tr> <td>Mrs Armitage on wheels</td> <td>The Tiger who came to tea</td> </tr> <tr> <td>Journey</td> <td>Oliver’s Vegetables</td> </tr> <tr> <td>Lost and found</td> <td>Jack and the Beanstalk</td> </tr> <tr> <td>Commotion in the ocean</td> <td>The Lighthouse keepers lunch.</td> </tr> </table>	Snow	Dogger	Stickman	The Everywhere bear	The Snowman	Meerkat Mail	Mrs Armitage on wheels	The Tiger who came to tea	Journey	Oliver’s Vegetables	Lost and found	Jack and the Beanstalk	Commotion in the ocean	The Lighthouse keepers lunch.	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop pleasure in reading, motivation to read, vocabulary and understanding by: • 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 meanings to those already known • understand both the books they can already read accurately and fluently and those they listen to by: • 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.
Snow	Dogger														
Stickman	The Everywhere bear														
The Snowman	Meerkat Mail														
Mrs Armitage on wheels	The Tiger who came to tea														
Journey	Oliver’s Vegetables														
Lost and found	Jack and the Beanstalk														
Commotion in the ocean	The Lighthouse keepers lunch.														

Our expectations:

Children should read independently using appropriate books

Participate in guided reading where children will be encouraged to verbalise their answers and when able to write them down.

Year 1 Writing

Transcription	Composition
<p>Spelling (see appendix 1) Pupils should be taught to spell:</p> <ul style="list-style-type: none"> • words containing each of the 40+ phonemes already taught • common exception words • the days of the week • name the letters of the alphabet: <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • naming the letters of the alphabet in order • using letter names to distinguish between alternative spellings of the same sound • add prefixes and suffixes: • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • using the prefix <i>un-</i> • using <i>-ing, -ed, -er</i> and <i>-est</i> where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper, eating, quicker, quickest</i>) • apply simple spelling rules and guidelines, as listed in Appendix 1 • write from memory simple sentences dictated by the teacher that include words taught so far. <p>Spellings should be corrected as seen in the teacher handbook. Children should be given weekly spellings to learn based on their phase or stage.</p>	<p>Pupils should be taught: Pupils should be taught to:</p> <ul style="list-style-type: none"> • write sentences by: • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher.
Vocabulary, Grammar and Punctuation	Handwriting
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop their understanding of the concepts set out in Appendix 2 by: • leaving spaces between words • joining words and joining sentences using <i>and</i> • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ • learning the grammar in column 1 in year 1 in Appendix 2 • use the grammatical terminology in Appendix 2 in discussing their writing. • Sequence sentences to form short narratives 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place. All letters to end with joining tail. • form capital letters • form digits 0-9 • understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. • Digraphs/trigraphs taught in joined up handwriting.

Year 2

Spoken language

Statutory requirements (National curriculum)	Stanley Grove Expectations
<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• listen and respond appropriately to adults and their peers• ask relevant questions to extend their understanding and build vocabulary and knowledge• articulate and justify answers,• give well-structured descriptions and explanations• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas• speak audibly and fluently with an increasing command of Standard English• participate in discussions, performances• gain, maintain and monitor the interest of the listener(s)	<p>Children move from experiencing and participating in informal talk to formal talk during their time in Stanley Grove.</p> <p>Children in Year 2 should be involved in:</p> <ul style="list-style-type: none">• 'playground talk'• Paired and group talk• Speaking to teacher and other adults• Listening and responding to others• Oral rehearsal for writing• Learning to talk clearly in front of large groups• Giving feedback to others.

Key Vocabulary for Year 2:

Writing: noun, noun phrase, statement, question, exclamation command, compound, adjective, verb, suffix, adverb, tense (past. Present), apostrophe, comma, horizontal, diagonal, homophone, vowel, consonant

Reading: sequence, clarify, visualise, infer, predict, summarise / summary, self question, question the author, glossary, index, contents, suffix, prefix, decode, recurring literacy language

Year 2

Reading

Word Reading	Comprehension		
<p style="text-align: center;">• Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 GPCs as above • read words containing common suffixes • read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word • read most words quickly and accurately when they have been frequently encountered without overt sounding and blending • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • re-read these books to build up their fluency and confidence in word reading. <p>Key texts for Year 2</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <p>The elves and the shoemaker</p> <p>The clue is in the poo</p> <p>George’s marvellous medicine</p> <p>The way back home</p> <p>First poetry book</p> <p>Billy and the beast</p> <p>Big book of the blue</p> <p>Gregory Cool</p> <p>The great fire of London</p> <p>You wouldn’t want to be in the great fire of London</p> </td> <td style="width: 50%; border: none;"> <p>The robot and the blue whale</p> <p>The enchanted wood</p> <p>Grandad’s island</p> <p>The great explore</p> <p>The great paper caper</p> <p>The hodgheg</p> <p>A planet full of plastic</p> <p>The darkest dark</p> </td> </tr> </table>	<p>The elves and the shoemaker</p> <p>The clue is in the poo</p> <p>George’s marvellous medicine</p> <p>The way back home</p> <p>First poetry book</p> <p>Billy and the beast</p> <p>Big book of the blue</p> <p>Gregory Cool</p> <p>The great fire of London</p> <p>You wouldn’t want to be in the great fire of London</p>	<p>The robot and the blue whale</p> <p>The enchanted wood</p> <p>Grandad’s island</p> <p>The great explore</p> <p>The great paper caper</p> <p>The hodgheg</p> <p>A planet full of plastic</p> <p>The darkest dark</p>	<p style="text-align: center;">Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop pleasure in reading, motivation to read, vocabulary and understanding by: • listening to, discussing and expressing views about a wide range of poetry (including contemporary and classic), stories and non-fiction 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 non-fiction books that are structured in different ways • recognising simple recurring literary language in stories and poetry • discussing their favourite words and phrases • discussing and clarifying the meanings of words, linking new meanings to known vocabulary • continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • understand both the books that they can already read accurately and fluently and those that they listen to by: • 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, poems and other material, both those that they listen to and those that they read for themselves.
<p>The elves and the shoemaker</p> <p>The clue is in the poo</p> <p>George’s marvellous medicine</p> <p>The way back home</p> <p>First poetry book</p> <p>Billy and the beast</p> <p>Big book of the blue</p> <p>Gregory Cool</p> <p>The great fire of London</p> <p>You wouldn’t want to be in the great fire of London</p>	<p>The robot and the blue whale</p> <p>The enchanted wood</p> <p>Grandad’s island</p> <p>The great explore</p> <p>The great paper caper</p> <p>The hodgheg</p> <p>A planet full of plastic</p> <p>The darkest dark</p>		

Our expectations:

Children should read independently using appropriate books.

Participate in guided reading where children will be encouraged to verbalise their answers and to write them down. More able groups to read novels in Guided Reading

Class 2 Writing

Transcription	Composition
<p><i>Spelling</i> (see Appendix 1) Pupils should be taught to spell by:</p> <ul style="list-style-type: none"> • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones • learning to spell common exception words • learning to spell more words with contracted forms • learning the possessive apostrophe • distinguishing between homophones and near-homophones • add suffixes to spell longer words, e.g. <i>-ment, -ness, -ful, -less, -ly</i> • apply spelling rules and guidelines, as listed in Appendix 1 • write from memory simple sentences dictated by the teacher that include words and punctuation taught so far. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop positive attitudes towards and stamina for writing by: • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes • consider what they are going to write before beginning by: • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence <p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils • re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly) • read aloud what they have written with appropriate intonation to make the meaning clear.
Vocabulary, Grammar and Punctuation	Handwriting
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop their understanding of the concepts set out in Appendix 2 by: • learning how to use both familiar and new punctuation correctly (see Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • sentences with different forms: statement, question, exclamation, command • expanded noun phrases to describe and specify, e.g. <i>the blue butterfly</i> • the present and past tenses correctly and consistently including the progressive form • subordination (using <i>when, if, that, or because</i>) and co-ordination (using <i>or, and, or but</i>) • learning the grammar for year 2 in Appendix 2 • using some features of written Standard English • use and understand the grammatical terminology in Appendix 2 in discussing their writing. • Sentence demarcation • Commas in lists 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Write in cursive script unless they have fine motor control difficulties. • write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • use spacing between words that reflects the size of the letters. • Use horizontal and diagonal joins • Understand which letters are joined.

Year 3

Spoken language

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and build vocabulary and knowledge
- articulate and justify answers, arguments and opinions
- give well-structured descriptions and explanations
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

Children move from experiencing and participating in informal talk to formal talk during their time in Stanley Grove.

Children in Year 3 should be involved in:

- 'playground talk'
- Paired and group talk
- Speaking to teacher and other adults
- Listening and responding to others
- Oral rehearsal for writing
- Learning to talk clearly in front of large groups
- Giving feedback to others.
- Formal oral presentations
- Developing deeper and richer vocabulary

Key Vocabulary for Year 3:

Writing: adverb, preposition, conjunction, word family, suffix, prefix, clause, subordinating clause, direct speech, inverted commas, fronted adverbial, possessive apostrophe, consonant letter vowel, vowel letter, independent/dependent clause

Reading: synonym, evaluate, explore, themes, conventions, intonation, tone

Year 3

Reading

Word Reading	Comprehension
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in 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>Key texts for Year 3</p> <p>The secret of the black rock The first book of the sea The diary of a killer cat The tunnel Victorians Oliver Twist Who let the gods out So you think you've got it bad Stig of the dump Journey to the centre of my brain The minpins Hurricane</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop positive attitudes to reading and understanding of what they read by: • 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 and to perform, showing understanding through intonation, tone, volume and action • 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 they can read for themselves, taking turns and listening to what others say.

Our Expectations:

Most children should become independent, fluent and enthusiastic readers

The children should be able to read silently

They should be able to justify their views about books with some support.

Class 3

Writing

Transcription	Composition
<p>Spelling (see Appendix 1) Pupils should be taught to:</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them (Appendix 1) • spell further homophones • spell words that are often misspelt (Appendix 1) • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • use the first two or three letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. • Use further prefixes and suffixes and understand how to use them. <p style="text-align: center;">Vocabulary, Grammar and Punctuation</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop their understanding of the concepts set out in Appendix 2 by: • extending the range of sentences with more than one clause by using a wider range of conjunctions, e.g. <i>when, if, because, although</i> • using the 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 • form nouns using prefixes <i>super</i> and <i>anti</i> • use the correct form of 'a' or 'an' • learning the grammar for years 3 and 4 in Appendix 2 • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with singular and plural nouns • using and punctuating direct speech • use and understand the grammatical terminology in Appendix 2 accurately and appropriately when discussing their writing and reading. • Learn word families based on common words (solve, solution, dissolve etc) 	<p>Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas <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 Appendix 2) • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices such as headings and sub-headings <p>evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, e.g. 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. <p style="text-align: center;">Handwriting</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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. • Joined handwriting should be the norm. • Use diagonal and horizontal joins • Know which letters are best left unjoined

Year 4

Spoken Language

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and build vocabulary and knowledge
- articulate and justify answers, arguments and opinions
- give well-structured descriptions and explanations
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

Children move from experiencing and participating in informal talk to formal talk during their time in Stanley Grove.

Children in Year 4 should be involved in:

- 'playground talk'
- Paired and group talk
- Speaking to teacher and other adults
- Listening and responding to others
- Oral rehearsal for writing
- Learning to talk clearly in front of large groups
- Giving feedback to others.
- Formal oral presentations
- Developing deeper and richer vocabulary
- Starting to discuss abstract concepts

Key vocabulary taught in year 4:

Writing: determiner, pronoun, possessive pronoun, adverbial, extended noun phrase, inverted commas

Reading:: synonym, evaluate, explore, themes , conventions , intonation, tone

Year 4

Reading

Word Reading	Comprehension
<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in 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>Key Texts for Year 4</p> <p>Boy</p> <p>Charlie and the chocolate factory</p> <p>Vikings in 30 seconds</p> <p>Arthur and the golden rope</p> <p>Around the world in 80 poems</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• develop positive attitudes to reading and understanding of what they read by:• 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 and to perform, showing understanding through intonation, tone, volume and action• 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 they can read for themselves, taking turns and listening to what others say.

Our expectations:

Most children should be independent, fluent and enthusiastic readers who read widely and frequently.

The children should be able to justify their views about what they have read with increasing independence.



Year 4

Writing

Transcription	Composition
<p>Spelling (see Appendix 1) Pupils should be taught to:</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them (Appendix 1) • spell further homophones • spell words that are often misspelt (Appendix 1) • Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • use the first two or three letters of a word to check its spelling in a dictionary <p style="text-align: center;">Vocabulary, Grammar and Punctuation</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop their understanding of the concepts set out in Appendix 2 by: • extending the range of sentences with more than one clause by using a wider range of conjunctions, e.g. <i>when, if, because, although</i> • using the 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 in years 3 and 4 in Appendix 2 • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with singular and plural nouns • using and punctuating direct speech - including punctuation within and surrounding the inverted commas • use and understand the grammatical terminology in Appendix 2 accurately and appropriately when discussing their writing and reading. • Difference between plural and possessive –s • Standard verb inflections (I did, I done) • Extended noun phrases, including with prepositions 	<p>Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas <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 Appendix 2) • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices such as headings and sub-headings <p>evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others’ writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, e.g. 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. <hr/> <p style="text-align: center;">Handwriting</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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. • Cursive writing should be the norm.

Year 5

Spoken Language

Year 5

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and build vocabulary and knowledge
- articulate and justify answers, arguments and opinions
- give well-structured descriptions and explanations
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

Children move from experiencing and participating in informal talk to formal talk during their time in Stanley Grove.

Children in Year 4 should be involved in:

- 'playground talk'
- Paired and group talk
- Speaking to teacher and other adults
- Listening and responding to others
- Oral rehearsal for writing
- Learning to talk clearly in front of large groups
- Giving feedback to others.
- Formal oral presentations
- Developing deeper and richer vocabulary
- To be able discuss abstract concepts

Key vocabulary taught in year 5:

Writing: modal verbs, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, bullet points, precis

Reading: etymology, morphology, stated, justifications, figurative language, implied

Reading

Word Reading	Comprehension		
<p style="text-align: center;">Pupils should be taught to:</p> <p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p> <p>Key Texts for Year 5</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Tom's secret garden</p> <p>Beowulf</p> <p>War game</p> <p>Earthquake terror</p> <p>Bloom</p> <p>Difficult riddles for smart kids</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Mayan Civilisation</p> <p>Earth and space</p> <p>War horse</p> <p>Explore Anglo-Saxons</p> <p>Dulce et decorum est and other poems</p> </td> </tr> </table> <p>Our Expectations: Children should: Read aloud a wide range of poetry and stories. Read most words effortlessly Be able to prepare readings with some intonation Begin to summarise and present a familiar story in their own words. Be able to read silently and discuss what they have read.</p>	<p>Tom's secret garden</p> <p>Beowulf</p> <p>War game</p> <p>Earthquake terror</p> <p>Bloom</p> <p>Difficult riddles for smart kids</p>	<p>Mayan Civilisation</p> <p>Earth and space</p> <p>War horse</p> <p>Explore Anglo-Saxons</p> <p>Dulce et decorum est and other poems</p>	<p style="text-align: center;">Pupils should be taught to:</p> <p>maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • continuing to read and discuss an increasingly 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 • increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • recommending books that they have read to their peers, giving reasons for their choices • identifying and discussing themes and conventions in and across a wide range of writing • making comparisons within and across books • learning a wider range of poetry by heart • preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience <p>understand what they read by:</p> <ul style="list-style-type: none"> • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • 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 • summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously • explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • provide reasoned justifications for their views.
<p>Tom's secret garden</p> <p>Beowulf</p> <p>War game</p> <p>Earthquake terror</p> <p>Bloom</p> <p>Difficult riddles for smart kids</p>	<p>Mayan Civilisation</p> <p>Earth and space</p> <p>War horse</p> <p>Explore Anglo-Saxons</p> <p>Dulce et decorum est and other poems</p>		

Year 5

Writing

Transcription	Composition
<p><i>Spelling</i> (see Appendix 1) Pupils should be taught to:</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand the guidelines for adding them • spell some words with ‘silent’ letters, e.g. <i>knight, psalm, solemn</i> • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 • use dictionaries to check the spelling and meaning of words • use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus. <p>Vocabulary, Grammar and punctuation Pupils should be taught to: develop their understanding of the concepts set out in Appendix 2 by:</p> <ul style="list-style-type: none"> • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • using passive verbs to affect the presentation of information in a sentence • using the perfect forms of verbs to mark relationships of time and cause • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (i.e. omitted) relative pronoun • learning the grammar for years 5 and 6 in Appendix 2 • indicate grammatical and other features by: <ul style="list-style-type: none"> • using commas to clarify meaning or avoid ambiguity in writing • using brackets, dashes or commas to indicate parenthesis • using a colon to introduce a list • punctuating bullet points consistently • use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing their writing and reading. • Converting nouns or adjectives into verbs • Verb prefixes – devices to build cohesion, including adverbials of time, place and number 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • plan their writing by: • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • noting and developing initial ideas, drawing on reading and research where necessary • in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed <p>draft and write by:</p> <ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précising longer passages • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining) <p>evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others’ writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proof-read for spelling and punctuation errors • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. <p style="text-align: center;">Handwriting and presentation</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • write legibly, fluently and with increasing speed • choosing the writing implement that is best suited for a task (e.g. quick notes, letters).

Our expectations:

There should be an emphasis on children enjoying and understanding language and use this to support their writing. The children should be able to write their ideas down quickly and be able to take notes.



Year 6

Spoken Language

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and build vocabulary and knowledge
- articulate and justify answers, arguments and opinions
- give well-structured descriptions and explanations
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

Children move from experiencing and participating in informal talk to formal talk during their time in Stanley Grove.

Children in Year 4 should be involved in:

- 'playground talk'
- Paired and group talk
- Speaking to teacher and other adults
- Listening and responding to others
- Oral rehearsal for writing
- Learning to talk clearly in front of large groups
- Giving feedback to others.
- Formal oral presentations
- Developing deeper and richer vocabulary
- Discussing abstract concepts

Key Vocab taught in Year 6:

Writing: dialogue, convey, advance, clarify, subject, object, passive, formal, informal, synonym, antonym, hyphen, colon, semi-colon, bullet points, morphology, etymology
Reading: etymology, morphology, stated, implied, justifications, figurative language,

Year 6

Reading

Word Reading	Comprehension
<p>Pupils should be taught to:</p> <p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p> <p>Key Texts for Year 6</p> <p>Wonder Stone age boy Holes Sea fever – collected poems by John Masefield Skara brae Kensuke’s kingdom Tuesday The Christmas miracle of Jonathan Toomey</p> <p>Our expectations: Children should read widely and frequently, outside as well as in school for pleasure and for information. They should be able to read silently. Their reading should be sufficiently fluent and effortless for them to manage the general demands of Year 7, across all subjects.</p>	<p>Pupils should be taught to:</p> <p>maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • continuing to read and discuss an increasingly 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 • increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • recommending books that they have read to their peers, giving reasons for their choices • identifying and discussing themes and conventions in and across a wide range of writing • making comparisons within and across books • learning a wider range of poetry by heart • preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience <p>understand what they read by:</p> <ul style="list-style-type: none"> • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • 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 • summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously • explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views.

Year 6

Writing

Transcription	Composition
<p><i>Spelling</i> (see Appendix 1) Pupils should be taught to:</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand the guidelines for adding them • spell some words with ‘silent’ letters, e.g. <i>knight, psalm, solemn</i> • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 • use dictionaries to check the spelling and meaning of words • use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus. <p>Vocabulary, Grammar and punctuation Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop their understanding of the concepts set out in Appendix 2 by: • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • using passive verbs to affect the presentation of information in a sentence • using the perfect form of verbs to mark relationships of time and cause • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (i.e. omitted) relative pronoun • learning the grammar in column for years 5 and 6 in Appendix 2 • indicate grammatical and other features by: • using commas to clarify meaning or avoid ambiguity in writing • using hyphens to avoid ambiguity • using brackets, dashes or commas to indicate parenthesis • using semi-colons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list • punctuating bullet points consistently • use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing their writing and reading. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • plan their writing by: • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • noting and developing initial ideas, drawing on reading and research where necessary • in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed <p>draft and write by:</p> <ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précising longer passages • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining) <p>evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others’ writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proof-read for spelling and punctuation errors • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. <hr/> <p style="text-align: center;">Handwriting and presentation</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • write legibly, fluently and with increasing speed by: • choosing the writing implement that is best suited for a task (e.g. quick notes, letters).

Our Expectations:

The children should be able to reflect their understanding of their audience for, and purpose of their writing by selecting appropriate vocabulary and grammar. The children should be able to consciously control the structure of their sentences.