



Lunt's Heath Primary School

English Curriculum Map and Statutory Requirements

Purpose and Aims

A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately, and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Spoken Language

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate. All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

Reading

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading).

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school. Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds. It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Writing

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition. Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

Spelling, Vocabulary, Grammar and Punctuation

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They should also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning. References to developing pupils' vocabulary are also included within the appendices. Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and 'language about language' listed. This is not intended to constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons. Throughout the programmes of study, teachers will teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.



Lunt's Heath Primary School

English Curriculum Map and Statutory Requirements

Reception

Reception English: Knowledge and Skills		
<u>Spoken Language</u>	<u>Reading</u>	<u>Writing</u>
<p><i>Listening, attention and understanding</i> Pupils will:</p> <ul style="list-style-type: none"> 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. <p><i>Speaking</i></p> <ul style="list-style-type: none"> 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. 	<p><u>Word Reading</u> Pupils will:</p> <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the RWI phonics programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. <p><u>Comprehension</u> Pupils will:</p> <ul style="list-style-type: none"> Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. 	<p><u>Composition</u> Pupils will:</p> <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter/s. Write simple phrases and sentences that can be read by others. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. <p><u>Handwriting</u> Pupils will:</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Form lower-case and capital letters correctly.



Lunt's Heath Primary School

English Curriculum Map and Statutory Requirements



Year 1

Year 1 English: Knowledge and Skills

Spoken Language	Reading	Writing	Vocabulary, Grammar, and Punctuation
<p>Listening and attention Pupils will:</p> <ul style="list-style-type: none"> Listen and maintain attention to an adult in a range of situations, e.g. when listening to a story, following simple instructions, viewing a film clip etc. Listen and maintain attention to their peers in a range of situations, e.g. in talk partners, whilst undertaking role play, in small group discussions and activities. <p>Speaking Pupils will:</p> <ul style="list-style-type: none"> Respond appropriately to adults after listening attentively. Respond appropriately to peers after listening attentively. Respond appropriately to questions posed by an adult, orally, related to who, what, where, when, why and how e.g. <i>Where does the character live in the story?</i> Ask questions to clarify thinking using who, what, where, when, why and how. Take turns when speaking with adults and peers, working within pairs, small groups, larger groups and as a whole class. Provide simple oral explanations, e.g. <i>explaining a simple process using the joining word because.</i> Speak audibly when communicating with others in pairs and small groups. <p>Standard English Pupils will:</p> <ul style="list-style-type: none"> Speak in complete sentences linked to the context. Use past, present and future tense, orally, e.g. past tense when recounting an event, present tense when working in role, and future tense when making a prediction. Use joining words during talk to extend ideas, e.g. <i>and, but, or, because.</i> <p>Vocabulary Pupils will:</p> <ul style="list-style-type: none"> Introduce and explore new vocabulary orally, e.g. <i>linked to real life contexts, stories, non-fiction, poetry and across the curriculum.</i> Describe settings orally using vocabulary provided and modelled by an adult. Describe characters orally using vocabulary provided and modelled by an adult. Describe feelings orally using vocabulary provided and modelled by an adult, e.g. <i>Peter Rabbit felt disappointed because he wasn't allowed to play out with his friends.</i> <p>Participating, presenting, and performing Pupils will:</p> <ul style="list-style-type: none"> Read aloud their writing audibly to adults and peers. Orally retell sections of stories or an abridged version of a story, using a range of strategies, e.g., <i>small world figures, props, images, actions, and story maps.</i> 	<p>Word Reading Pupils will:</p> <ul style="list-style-type: none"> Read aloud accurately books that are consistent with their developing phonic knowledge. Apply phonic knowledge and skills as the route to decode words. Respond speedily with the correct sound to grapheme for all 44 phonemes. Recognise and use the different ways of pronouncing the same grapheme, e.g. <i>ow in snow and cow.</i> Read accurately by blending sounds in unfamiliar words. Read common exception words, noting tricky parts (see below) Read words containing –s, –es, –ing, –ed, –er and –est endings. Split two and three syllable words into the separate syllables to support blending for reading. Read words with contractions e.g. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter. Develop fluency, accuracy, and confidence by re-reading books. Read more challenging texts using phonics and common exception word recognition. <p>Comprehension Developing pleasure in reading and motivation to read. Pupils will:</p> <ul style="list-style-type: none"> Listen to and discuss a range of texts at a level beyond that at which they can read independently, including stories, non-fiction and poems. Relate texts to own experiences. Recognise and join in with language patterns and repetition. Use patterns and repetition to support oral retelling, e.g. <i>fairy stories, traditional tales, and stories by well-known authors.</i> Orally retell familiar stories in a range of contexts e.g. <i>small world, role-play, storytelling.</i> Enjoy and recite rhymes and poems by heart. Make personal reading choices and explain reasons for choices. <p>Understanding books which they can read themselves and those which are read to them: Pupils will:</p> <ul style="list-style-type: none"> Introduce and discuss key vocabulary, linking meanings of new words to those already known. Activate prior knowledge e.g. <i>what do you know about minibeasts?</i> Check that texts make sense while reading and self-correct. Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. Give opinions and support with reasons e.g. <i>I like the Little Red Hen because she...</i> Clearly explain their understanding of what is read to them. Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how. Identify and discuss the main events in stories. Identify and discuss the main characters in stories. Recall specific information in fiction and non-fiction texts. Locate parts of text that give particular information e.g. <i>titles, contents page and labelled diagram.</i> Discuss the title and how it relates to the events in the whole story e.g. <i>Peace at Last by Jill Murphy.</i> Make inferences about what is said and done. 	<p>Composition Planning Pupils will:</p> <ul style="list-style-type: none"> Orally plan and rehearse ideas. Sequence ideas and events in narrative. Sequence ideas and events in non-fiction. Use familiar plots for structuring the opening, middle and end of their stories. <p>Drafting and Writing Pupils will:</p> <ul style="list-style-type: none"> Orally compose every sentence before writing. Re-read every sentence to check it makes sense. Compose and sequence their own sentences to write short narratives. Compose and sequence their own sentences to write short non-fiction texts, e.g. <i>recounts, information texts, instructions.</i> Use formulaic phrases to open and close texts. Write in different forms with simple text type features e.g. <i>instructions, narratives, recounts, poems, information texts.</i> <p>Evaluating and Editing Pupils will:</p> <ul style="list-style-type: none"> Discuss their writing with adults and peers. <p>Transcription Spelling Pupils will:</p> <ul style="list-style-type: none"> Spell words using the 40+ phonemes already taught, including making phonically plausible attempts at more complex words Spell words with the sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck, e.g. <i>off, well, miss, buzz, back.</i> Spell words with the /ū/ sound spelt n before k, e.g. <i>bank, think.</i> Divide words into syllables, e.g. <i>pocket.</i> Spell words with -tch, e.g. <i>catch, fetch, kitchen, notch, hutch.</i> Spell words with the /v/ sound at the end of words, e.g. <i>have, live, give.</i> Add s and es to words, e.g. <i>thanks, catches.</i> Add the endings –ing, –ed and –er to verbs where no change is needed to the root word. Add –er and –est to adjectives where no change is needed to the root word. Spell words with vowel digraphs. Spell words with vowel trigraphs. Spell words ending –y (/i:/ or /ʌ/), e.g. <i>happy.</i> Spell words with new consonant spellings ph and wh, e.g. <i>dolphin, wheel.</i> Spell words using k for the /k/ sound, e.g. <i>Kent.</i> Add the prefix –un. Spell compound words, e.g. <i>farmyard, bedroom.</i> Spell common exception words (see below). Spell days of the week. Name the letters of the alphabet in order. Use letter names to distinguish between alternative spellings of the same sound. 	<p>Pupils will:</p> <ul style="list-style-type: none"> Say, and hold in memory whilst writing, simple sentences which make sense. Write simple sentences that can be read by themselves and others. Separate words with spaces. Use punctuation to demarcate simple sentences (capital letters and full stops). Use a capital letter for the pronoun I. Use capital letters for names of people, places and days of the week. Identify and use question marks and exclamation marks. Use the joining word <i>and</i> to link words and clauses. Extend range of joining words to link words and clauses using <i>but</i> and <i>or</i>. Make singular nouns plural using 's' and 'es' e.g. <i>dog, dogs; wish, wishes.</i> Add suffixes to verbs where no spelling change is needed to the root word e.g. <i>helping, helped, helper.</i> Add the prefix 'un' to verbs and adjectives to change the meaning e.g. <i>untie, unkind.</i>



Lunt's Heath Primary School

English Curriculum Map and Statutory Requirements



<ul style="list-style-type: none"> •Orally retell simple non-fiction texts (instructions, recounts, or information), using a range of strategies, e.g., <i>small world figures, props, images, actions, and text maps.</i> •Participate in role in English and across the curriculum, e.g., <i>take on the role of a character and speak in role using strategies such as hot seating, magic mirror.</i> •Take part in imaginative roleplay, e.g., <i>linked to familiar contexts in role play areas, by using small world props and figures, or miming events.</i> •Recite rhymes and poems by heart and present to an audience, e.g., <i>different groups or another class.</i> 	<ul style="list-style-type: none"> • Make predictions based on what has been read so far. 	<ul style="list-style-type: none"> • Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. <p>Handwriting</p> <ul style="list-style-type: none"> • Sit correctly at a table and hold a pencil correctly. • Hold a pencil with an effective grip. • Form lower-case letters correctly – starting and finishing in the right place, going the right way round, correctly oriented. • Form digits 0-9 correctly. • Have clear ascenders ('tall letters') and descenders ('tails') • Form capital letters correctly. <p>• Practise forming letters in RWI handwriting families: 'Around' letters: c a o d g q 'Down' letters: l t b p k h i j m n r u y 'Curly' letters: e f s 'Zig-zag' letters: v w z x</p> <ul style="list-style-type: none"> • Some small letters are called: 'boat letters': a c e i m n o r s u v w x z. • Letters that are written below the line are called: 'Water letters': g j p q y. Tall letters are called: 'sun letters': b d h k l t f.
---	--	---

Word lists

Year 1 Common Exception Words

the	a	do	to	today	of
said	says	are	were	was	is
his	i	you	your	they	be
he	me	she	we	no	go
so	by	my	here	there	where
love	come	some	one	once	ask
friend	school	put	push	pull	full
house	our	and/or others according to the programme used			



Lunt's Heath Primary School

English Curriculum Map and Statutory Requirements

Year 2

Year 2 English: Knowledge and Skills

Spoken Language	Reading	Writing	Vocabulary, Grammar and Punctuation
<p>Listening and attention Pupils will:</p> <ul style="list-style-type: none"> Listen and respond to contributions from others. Listen and sustain concentration in a range of situations, e.g. <i>when listening to a story, following simple instructions, viewing a film clip etc.</i> Listen and sustain concentration to their peers in a range of situations, e.g. <i>in talk partners, whilst undertaking role play, in small group discussions and activities.</i> <p>Speaking Pupils will:</p> <ul style="list-style-type: none"> Respond appropriately to adults after listening with sustained concentration. Respond appropriately to peers after listening with sustained concentration. Respond appropriately to questions posed by an adult and peers, orally, related to who, what, where, when, why and how, and explain their thinking, e.g. <i>Why did the character behave that way?</i> Ask a range of appropriate questions to clarify thinking related to who, what, where, when, why and how, and explain their thinking Take turns when speaking with adults and peers, working with pairs, small groups, larger groups and as a whole class, and respond appropriately to contributions from others. Provide oral explanations, e.g. <i>explaining a simple process using the joining words because, when, if, so.</i> Speak audibly when communicating with others in pairs, groups and whole class. <p>Standard English Pupils will:</p> <ul style="list-style-type: none"> Speak in complete sentences in a range of different contexts. Use past tense, present tense, and future tense mostly accurately, e.g. <i>past tense when retelling a narrative or recounting real events, present tense when providing instructions or persuading an audience, and future tense when making a prediction in science.</i> Use joining words during talk to extend ideas, e.g. <i>and, but, or because, that, when, before, after, if, so, as.</i> <p>Vocabulary Pupils will:</p> <ul style="list-style-type: none"> Identify, discuss, collect and explore new vocabulary orally, e.g. <i>in stories, non-fiction, poetry and across the curriculum.</i> Describe settings orally using vocabulary provided and modelled by an adult and selected from a text. Describe characters orally using vocabulary provided and modelled by an adult and selected from a text. Describe feelings orally using vocabulary provided and modelled by an adult, and selected from a text, e.g. <i>Hansel was feeling ravenous because he hadn't had any breakfast.</i> 	<p>Word Reading Pupils will:</p> <ul style="list-style-type: none"> Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. Re-read books to build up fluency and confidence in word reading. Read frequently encountered words quickly and accurately without overt sounding and blending. Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. <i>shoulder, roundabout, grouping.</i> Read longer and less familiar texts independently. Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent. Work out unfamiliar words by focusing on all letters in the word, e.g. <i>not reading place for palace.</i> Read words containing common suffixes e.g. <i>-ness, -ment, -ful, -less -ly, -ing, -ed, -er, -est, -y.</i> Read further common exception words, noting tricky parts (see below) <p>Comprehension Developing pleasure in reading and motivation to read. Pupils will:</p> <ul style="list-style-type: none"> Listen, discuss, and express views about a range of texts at a level beyond that at which they can read independently, including stories, non-fiction, and contemporary and classic poetry. Orally retell a wider range of stories, fairy tales and traditional tales. Sequence and discuss the main events in stories and recounts. Read a range of non-fiction texts which are structured in different ways, including information, explanations, instructions, recounts, reports. Recognise the use of repetitive language within a text or poem (e.g. <i>run, run as fast as you can</i>) and across texts (e.g. <i>long, long ago in a land far away...</i>). Learn and recite a range of poems using appropriate intonation. Make personal reading choices and explain reasons for choices. <p>Understanding books which they can read themselves and those which are read to them: Pupils will:</p> <ul style="list-style-type: none"> Identify, discuss, and collect favourite words and phrases. Introduce and discuss words within the context of a text, linking new meanings to known vocabulary. Use morphology to work out the meaning of unfamiliar words e.g. <i>terror, terrorised.</i> Uses tone and intonation when reading aloud. Activate prior knowledge and raise questions e.g. <i>What do we know? What do we want to know? What have we learned?</i> Check that texts make sense while reading and self-correct. Demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions. Explain and discuss their understanding, giving opinions and supporting with reasons e.g. <i>Hansel was clever when he put stones in his pocket because...</i> Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. Make inferences about characters and events using evidence from the text e.g. <i>what is the character thinking, saying, and feeling?</i> Make predictions based on what has been read so far. 	<p>Composition Planning Pupils will:</p> <ul style="list-style-type: none"> Plan and discuss what to write about e.g. <i>story mapping, collecting new vocabulary, key words, and ideas.</i> <p>Drafting and Writing Pupils will:</p> <ul style="list-style-type: none"> Orally rehearse each sentence prior to writing. Develop a positive attitude to writing. Develop stamina for writing to write at length. Write about real and fictional events Write simple poems based on models. Make simple notes from non-fiction texts, e.g. <i>highlighting and noting key words.</i> Use specific text type features to write for a range of audiences and purposes e.g. <i>to instruct, inform, entertain, explain, discuss, persuade.</i> <p>Evaluating and Editing Pupils will:</p> <ul style="list-style-type: none"> Edit and improve own writing in relation to audience and purpose. Evaluate their writing with adults and peers. Proofread to check for errors in spelling, grammar, and punctuation. Proofread to check for correct form of verbs within sentences, e.g. <i>correcting he walking to the shop to he walked to the shop</i> <p>Transcription Spelling Pupils will:</p> <ul style="list-style-type: none"> Segment spoken words into phonemes and represent these by graphemes, spelling many correctly. Learn new ways of spelling phonemes for which one or more spellings are already known. Learn to spell common exception words (see below). Learn to spell more words with contracted forms, e.g. <i>can't, didn't, hasn't, couldn't, it's, I'll.</i> Learn the possessive apostrophe (singular), e.g. <i>the girl's book.</i> To spell correctly, distinguish between homophones (e.g. <i>here and hear; sea and see; bear and bare; night and knight</i>) and near-homophones (e.g. <i>quite and quiet; one and won; are and our</i>). Add suffixes <i>ness</i> and <i>er</i> e.g. <i>happiness, sadness, teacher, baker.</i> Add suffix <i>ment</i> to spell longer words, e.g. <i>enjoyment.</i> Add suffixes <i>ful</i> and <i>less</i> e.g. <i>playful, careful, careless, hopeless.</i> Use suffixes <i>er</i> and <i>est</i> e.g. <i>faster, fastest, smaller, smallest.</i> Use suffix <i>ly</i> e.g. <i>slowly, gently, carefully.</i> <p>Spell words with:</p> <ul style="list-style-type: none"> the /d/ sound spelt as <i>ge</i> and <i>dge</i> at the end (e.g. <i>age, badge</i>), and spelt as <i>g</i> elsewhere (e.g. <i>magic, giant</i>). the /s/ sound spelt <i>c</i> before <i>e, i</i> and <i>y</i>, e.g. <i>ice, cell</i> the /n/ sound spelt <i>kn</i> and <i>gn</i> at the beginning, e.g. <i>knee, gnat</i> the /l/ sound spelt <i>wr</i> at the beginning e.g. <i>wrote, wrong.</i> the /l/ or /,l/ sound spelt <i>-le</i> at the end of words, e.g. <i>table, apple.</i> - <i>the // or /,l/</i> sound spelt <i>-el</i> at the end of words, e.g. <i>camel, tunnel.</i> the /l/ or /,l/ sound spelt <i>-al</i> at the end of words, e.g. <i>pedal, capital.</i> the ending <i>-il</i> e.g. <i>pencil, fossil, nostril.</i> 	<p>Pupils will:</p> <ul style="list-style-type: none"> Say, write and punctuate simple and compound sentences using the joining words <i>and</i>, but <i>so</i> and <i>or</i> (co-ordination). Use sentences with different forms: statement, question, command, exclamation. Secure the use of full stops, capital letters, exclamation marks and question marks. Use commas to separate items in a list. Use apostrophes for contracted forms e.g. <i>don't, can't, wouldn't, you're, I'll.</i> Use apostrophes for singular possession in nouns, e.g. <i>the girl's name.</i> Use subordination for time using <i>when</i>, <i>before</i> and <i>after</i> e.g. <i>We went out to play when we had finished our writing. When we had finished our writing, we went out to play.</i> Use subordination for reason using <i>because</i> and <i>if</i> e.g. <i>I put my coat on because it was raining. Because it was raining, I put on my coat.</i> Use the subordinating conjunction <i>that</i> in a sentence, e.g. <i>I hope that it doesn't rain on sports day.</i> Select, generate, and effectively use verbs. Explore the progressive form of verbs in the present tense (e.g. <i>she is drumming</i>) and past tense (e.g. <i>he was shouting</i>) to mark actions in progress. Use past tense for narrative, recount (e.g. <i>diary, newspaper report, biography</i>) historical reports. Use present tense for non-chronological reports and persuasive adverts. Select, generate, and effectively use nouns. Add suffixes <i>ness</i> and <i>er</i> to create nouns e.g. <i>happiness, sadness, teacher, baker.</i> Create compound words using nouns, e.g. <i>whiteboard and football.</i> Select, generate, and effectively use adjectives. Identify, generate, and effectively use noun phrases, e.g. <i>the blue butterfly with shimmering wings (for description), granulated sugar (for specification).</i> Add suffixes <i>ful</i> or <i>less</i> to create adjectives e.g. <i>playful, careful, careless, hopeless.</i> Use suffixes <i>er</i> and <i>est</i> to create adjectives e.g. <i>faster, fastest, smaller, smallest.</i> Select, generate, and effectively use adverbs. Use suffix <i>ly</i> to turn adjectives into adverbs e.g. <i>slowly, gently, carefully</i>



Lunt's Heath Primary School

English Curriculum Map and Statutory Requirements

<p>Participating, presenting, and performing Pupils will:</p> <ul style="list-style-type: none"> • Read aloud their writing with intonation to make the meaning clear. • Make contributions in whole class and group discussion. • Consider other points of view. • Orally retell a range of stories using various strategies, e.g. props, images, actions, and story maps. • Orally retell non-fiction texts, or sections of non-fiction texts (instructions, non-chronological reports, persuasion, recounts, explanations), using a range of strategies, e.g. props, images, actions, and text maps. • Participate in discussion about what is read to them, taking turns, and listening to what others say. • Participate in a range of drama approaches in English and across the curriculum, e.g. talk like an expert using known and new vocabulary, magic mirror using vocabulary from the focus text, freeze framing linked to thoughts and feelings or role playing a sequence of events • Take part in imaginative roleplay, e.g. by innovating a familiar story or exploring contexts across the curriculum such as taking on the role of an explorer in history. • Learn and recite a range of poems by heart and present to an audience, e.g. different groups, another class, whole school. • Begin to use non-verbal gestures whilst presenting and performing to gain the audience's interest, e.g. using hands, face or other parts of the body. 	<ul style="list-style-type: none"> • Identify how specific information is organised within a non-fiction text e.g. sub-headings, contents, bullet points, glossary, diagrams. • Locate information from non-fiction texts using the contents page, index, labelled diagrams, and charts. 	<ul style="list-style-type: none"> • the /aɪ/ sound spelt -y at the end of words, e.g. try, reply. • The /ɪ:/ sound spelt a before l and ll, e.g. call, walk • The /i:/ sound spelt o, e.g. mother, Monday • The /i:/ sound spelt -ey, e.g. key, donkey • The /ɪ/ sound spelt a after w and qu, e.g. wander, quantity • The /u:/ sound spelt or after w, e.g. word, worm • The /ɪ:/ sound spelt ar after w, e.g. war, warm - The // sound spelt s, e.g. television, usual • Add -es to nouns and verbs ending in -y, e.g. copies, babies • Add -ed, -ing, -er and -est to a root word ending in -y with a consonant before it, e.g. copied, copier. • Add the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it, e.g. hiking, hiked, hiker • Add -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter, e.g. patting, patted. • Spell words ending in -tion, e.g. station, fiction • Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. <p>Handwriting</p> <ul style="list-style-type: none"> • Form lower-case letters of the correct size relative to one another. • Orientate capital letters correctly. • Use capital letters appropriately e.g. not always writing A as a capital, not using capitals within words. • Write capital letters and digits of the correct size relative to one another and to lower case letters. • Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. • Use spacing between words which reflects the size of the letters.
---	--	--

Year 2 Common Exception Words					
door	floor	poor	because	find	kind
mind	behind	child	children	wild	climb
most	only	both	old	cold	gold
hold	told	every	everybody	even	great
break	steak	pretty	beautiful	after	fast
last	past	father	class	grass	pass
plant	path	bath	hour	move	prove
improve	sure	sugar	eye	could	should
would	who	whole	any	many	clothes
busy	people	water	again	half	money
Mr	Mrs	parents	Christmas	– and/or others according to the programme used	



Lunt's Heath Primary School

English Curriculum Map and Statutory Requirements

Year 3

Year 3 English: Knowledge and Skills			
Spoken Language	Reading	Writing	Vocabulary, Grammar and Punctuation
<p>Listening and attention Pupils will:</p> <ul style="list-style-type: none"> Listen and retain key points from a range of situations, e.g. <i>information relayed via a visit or visitor, key events in a narrative plot, key details of a film clip through close listening or viewing.</i> Listen to their peers and retain key points in a range of situations e.g. <i>following reading and discussing with a talk partner or small group, when collaborating in science investigations, following instructions in cross-curricular contexts etc.</i> Listen and identify how intonation and expression affects meaning, e.g. <i>when listening to others perform a playscript, persuasive advert or poem.</i> Listen and consider viewpoints from adults and peers, e.g. <i>different opinions linked to issues related to reading narrative and non-fiction, when discussing environmental issues in science or using historical evidence to identify a point of view.</i> <p>Speaking Pupils will:</p> <ul style="list-style-type: none"> Respond appropriately to adults in relation to key points, justifying arguments and opinions after listening with sustained concentration. Respond appropriately to peers in relation to key points, justifying arguments and opinions after listening with sustained concentration. Respond to questions posed by an adult or peer, orally, related to who, what, where, when, why and how, and ask further relevant questions to extend understanding and knowledge. Ask a range of appropriate questions to clarify thinking to extend understanding and knowledge. Take turns when making contributions and responding to others, in a variety of group situations. <p>Standard English Pupils will:</p> <ul style="list-style-type: none"> Use Standard English verb inflections when speaking, e.g. <i>- I was - we were - they are</i> Use conjunctions and, but, because, when, before, after, if, so, as, while, since, although during talk to extend ideas, using speaking frames to support. <p>Vocabulary Pupils will:</p> <ul style="list-style-type: none"> Identify, discuss, collect and explain new vocabulary, orally, in stories, non-fiction, poetry and across the curriculum. Describe settings orally, following modelling, using precisely selected vocabulary (verbs, nouns and adjectives) selected from a text and/or generated via discussion. Describe characters orally, following modelling, using precisely selected vocabulary (verbs, nouns and adjectives) selected from a text and/or generated via discussion. Describe feelings orally, following modelling, using precise vocabulary provided by an adult and/ or generated via discussion, e.g. <i>use a thesaurus to explore appropriate synonyms from which to select.</i> 	<p>Word Reading Pupils will:</p> <ul style="list-style-type: none"> Read books at an age-appropriate interest level. Use knowledge of root words to understand meanings of words. Use prefixes to understand meanings e.g. un-, dis-, mis-, re-, pre-, im-, in-. Use suffixes to understand meanings e.g. -ly, -ous. Read and understand words from the Year 3 list (selected from the statutory Year 3/4 word list) - see below. <p>Comprehension Developing pleasure in reading and motivation to read. Pupils will:</p> <ul style="list-style-type: none"> Listen to and discuss a range of fiction, poetry, plays and non-fiction, e.g. <i>fables, fairy tales, classic poetry, shape poetry, non-chronological reports, explanations.</i> Regularly listen to whole novels read aloud by the teacher. Read a range of non-fiction texts, e.g. <i>information, discussion, explanation, biography, and persuasion.</i> Read books and texts for a range of purposes e.g. <i>enjoyment, research, skills development, reference.</i> Recognise some different forms of poetry e.g. <i>narrative, calligrams, shape poems.</i> Sequence and discuss the main events in stories. Orally retell a range of stories, including less familiar fairy stories, fables and folk tales e.g. Grimm's Fairy Tales. Identify and discuss themes e.g. <i>good over evil, weak and strong, wise and foolish, mean and generous, rich and poor.</i> Identify and discuss conventions e.g. <i>numbers three and seven in fairy tales, magical sentence repeated several times.</i> Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action. <p>Understanding the text Pupils will:</p> <ul style="list-style-type: none"> Identify, discuss, and collect favourite words and phrases which capture the reader's interest and imagination. Explain the meaning of unfamiliar words by using the context. Use dictionaries to check meanings of words they have read. Use intonation, tone and volume when reading aloud. Take note of punctuation when reading aloud. Discuss their understanding of the text. Raise questions during the reading process to deepen understanding e.g. <i>I wonder why the character.</i> Draw inferences around characters thoughts, feelings, and actions, and justify with evidence from the text. Make predictions based on details stated. <p>Justify responses to the text using the PE prompt (Point + Evidence).</p> <ul style="list-style-type: none"> Discuss the purpose of paragraphs. Identify a key idea in a paragraph. Analyse and evaluate texts looking at language, structure and presentation e.g. <i>persuasive letter, diary and calligram etc</i> 	<p>Composition Planning Pupils will:</p> <ul style="list-style-type: none"> Read and analyse narrative, non-fiction, and poetry in order to plan and write their own versions. Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction, and poetry. Discuss and record ideas for planning using a range of formats, e.g. <i>chunking a plot, story maps, flow charts, boxing up.</i> <p>Drafting and Writing Pupils will:</p> <ul style="list-style-type: none"> Create and develop settings for narrative. Create and develop characters for narrative. Improvise, create and write dialogue. Create and develop plots based on a model. Generate and select from vocabulary banks e.g. <i>noun phrases, powerful verbs, technical language, synonyms for said appropriate to text type.</i> Use different sentence structures (see VGP). Group related material into paragraphs. Use headings and subheadings to organise information. <p>Evaluating and Editing Pupils will:</p> <ul style="list-style-type: none"> Proofread to check for errors in spelling, grammar, and punctuation in own and others' writing. Discuss and propose changes with partners and in small groups. Improve writing in the light of evaluation. <p>Transcription Spelling Pupils will:</p> <ul style="list-style-type: none"> Use further prefixes dis_, mis_, re_, and suffixes _ly, _ous, and understand how to add them. Add suffixes beginning with vowel letters to words of more than one syllable. Spell homophones and near homophones. Spell words containing the // sound spelt ou, e.g. young, touch, double Spell words with endings sounding like / / e.g. treasure, enclosure, pleasure. Spell words with endings sounding like /t□/, e.g. creature, furniture, adventure. Spell words with the /el/ sound spelt ei, eigh, or ey, e.g. vein, weigh, eight, neighbour, they, obey Identify and spell irregular past tense verbs, e.g. send /sent, hear / heard, think/ thought Identify and spell irregular plurals, e.g. goose/ geese, woman/women, potato /es Use the first two 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. Spell words from the Year 3 list (selected from the statutory Year 3/4 word list) - see below) 	<p>Pupils will:</p> <ul style="list-style-type: none"> Identify clauses in sentences. Explore and identify main and subordinate clauses in complex sentences. Explore, identify, and create complex sentences using a range of conjunctions e.g. <i>when, if because, although, while, since, until, before, after, so</i> Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. <i>Although it was raining, we decided not to take our coats.</i> Identify, select, generate and effectively use prepositions for where e.g. <i>above, below, beneath, within, outside, beyond.</i> <p>Select, generate and effectively use adverbs e.g. <i>suddenly, silently, soon, next, eventually.</i></p> <ul style="list-style-type: none"> Use inverted commas to punctuate direct speech (speech marks). Use perfect form of verbs using have and has to indicate a completed action e.g. <i>He has gone out to play (present perfect) instead of he went out to play (simple past).</i> Use the determiner a or an according to whether the next word begins with a consonant or vowel e.g. <i>a rock, an open box.</i> Explore and collect word families e.g. <i>medical, medicine, medicinal, medic, paramedic, medically to extend vocabulary.</i> Explore and collect nouns with prefixes super, anti, auto.



Lunt's Heath Primary School

English Curriculum Map and Statutory Requirements



<p>Participating, presenting, and performing</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • Use appropriate intonation, tone and volume to present their writing to a group or class. • Orally retell less familiar stories or identified sections of stories using a range of strategies, <i>e.g. props, images, actions and story maps.</i> • Orally retell non-fiction texts, or sections of non-fiction texts (reports, explanations, persuasion, discussion, information), using a range of strategies, <i>e.g. props, images, actions, and text maps.</i> • Participate in a range of drama approaches in English and across the curriculum. • Take part in imaginative role play, <i>e.g. by innovating a familiar story or exploring contexts across the curriculum such as taking on the role of a key figure and applying new vocabulary appropriately.</i> • Prepare poems and playscripts to perform, using intonation, tone and volume when presenting to an audience, <i>e.g. different groups, another class, whole school.</i> • Use non-verbal gestures whilst presenting and performing to gain the audience's interest. <p>Participating in discussion</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • Participate in discussion about what is read to them and books they have read independently. • Develop and agree on rules for effective discussion. • Take turns and listen to what others say. • Make and respond to contributions in a variety of group situations <i>e.g. whole class, pairs, guided groups, book circle.</i> 	<p>Retrieving and recording information from non-fiction:</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • Prepare for research by identifying what is already known about the subject and key questions to structure the task. • Evaluate how specific information is organised within a non-fiction text <i>e.g. text boxes, contents, bullet points, glossary, diagrams.</i> • Quickly appraise a text to evaluate usefulness. • Navigate texts in print and on screen. • Record information from a range of non-fiction texts. 	<p>Handwriting</p> <ul style="list-style-type: none"> • Form and use the four basic handwriting joins. • Write legibly 	
--	--	---	--

Word lists

Year 3					
accident(ally)	century	February	length	popular	strange
actual(ly)	circle	forward(s)	library	potatoes	thought
address	decide	fruit	minute	promise	through
answer	describe	heard	naughty	purpose	weight
arrive	early	heart	notice	quarter	woman/women
believe	earth	height	occasion(ally)	question	
bicycle	eight/eighth	history	often	reign	
centre	enough	learn	perhaps	sentence	



Lunt's Heath Primary School

English Curriculum Map and Statutory Requirements

Year 4

Year 4 English: Knowledge and Skills

Spoken Language	Reading	Writing	Vocabulary, Grammar and Punctuation
<p>Listening and attention Pupils will:</p> <ul style="list-style-type: none"> Listen and retain key points from a range of situations, e.g. information relayed via a visit or visitor, key events in a narrative plot, key details of a film clip through close listening or viewing. Listen to their peers and retain key points in a range of situations e.g. following reading and discussing with a talk partner or small group, when collaborating in science investigations, following instructions in cross-curricular contexts etc. Listen and identify how intonation and expression affects meaning, e.g. when listening to others perform a playscript, persuasive advert or poem. Listen and consider viewpoints from adults and peers, e.g. different opinions linked to issues related to reading narrative and non-fiction, when discussing environmental issues in science or using historical evidence to identify a point of view. <p>Speaking Pupils will:</p> <ul style="list-style-type: none"> Respond appropriately to adults in relation to key points, justifying arguments and opinions after listening with sustained concentration. Respond appropriately to peers in relation to key points, justifying arguments and opinions after listening with sustained concentration. Respond to questions posed by an adult or peer, orally, related to who, what, where, when, why and how, and ask further relevant questions to extend understanding and knowledge. Ask a range of appropriate questions to clarify thinking to extend understanding and knowledge. Take turns when making contributions and responding to others, in a variety of group situations. <p>Standard English Pupils will:</p> <ul style="list-style-type: none"> Use Standard English verb inflections when speaking, e.g. - I was - we were - they are Use conjunctions and, but, because, when, before, after, if, so, as, while, since, although during talk to extend ideas, using speaking frames to support. <p>Vocabulary Pupils will:</p> <ul style="list-style-type: none"> Identify, discuss, collect, and explain new vocabulary, orally, in stories, non-fiction, poetry and across the curriculum. Describe settings orally, following modelling, using precisely selected vocabulary (verbs, nouns, and adjectives) selected from a text and/or generated via discussion. Describe characters orally, following modelling, using precisely selected vocabulary (verbs, nouns, and adjectives) selected from a text and/or generated via discussion. Describe feelings orally, following modelling, using precise vocabulary provided by an adult and/ or generated via discussion, e.g. use a thesaurus to explore appropriate synonyms from which to select. 	<p>Word Reading Pupils will:</p> <ul style="list-style-type: none"> Read books at an age-appropriate interest level. Use knowledge of root words to understand meanings of words. Use prefixes to understand meanings e.g. in-, ir-, sub-, inter-, super-, anti-, auto-. Use suffixes to understand meanings e.g. -ation, -tion, -ssion, -cian, -sion. Read and understand words from the Year 4 list (selected from the statutory Year 3/4 word list - see below). <p>Comprehension Developing pleasure in reading and motivation to read. Pupils will:</p> <ul style="list-style-type: none"> Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms e.g. fairy tales, folk tales, classic poetry, kennings, advertisements, formal speeches, magazines, electronic texts. Regularly listen to whole novels read aloud by the teacher. Read books and texts, which are structured in different ways, for a range of purposes and respond in a variety of ways. Learn a range of poems by heart and rehearse for performance. Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action. Orally retell a range of stories, including less familiar fairy stories, myths and legends. <p>Understanding the text. Pupils will:</p> <ul style="list-style-type: none"> Identify, discuss, and collect effective words and phrases which capture the reader's interest and imagination e.g. metaphors, similes. Explain the meaning of key vocabulary within the context of the text. Use dictionaries to check meanings of words in the texts that they read. Use punctuation to determine intonation and expression when reading aloud to a range of audiences. Make predictions based on information stated and implied. Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images. Justify responses to the text using the PE prompt (Point + Evidence). Identify, analyse and discuss themes e.g. safe and dangerous, just and unjust, origins of the earth, its people and animals. Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence. Identify main ideas drawn from more than one paragraph and summarise these e.g. character is evil because...1/2/3 reasons, Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text. Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning. Recognise and analyse different forms of poetry e.g. haiku, limericks, kennings. 	<p>Composition Planning Pupils will:</p> <ul style="list-style-type: none"> Read and analyse narrative, non-fiction and poetry in order to plan their own versions. Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry. Discuss and record ideas for planning e.g. story mountain, text map, non-fiction bridge, story board, boxing-up text types to create a plan. <p>Drafting and Writing Pupils will:</p> <ul style="list-style-type: none"> Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense. Plan and write an opening paragraph which combines setting and character/s. Improvise and compose dialogue, demonstrating their understanding of Standard and non-Standard English. Generate and select from vocabulary banks e.g. adverbial phrases, technical language, persuasive phrases, alliteration. Use different sentence structures (see VGP). Use paragraphs to organise writing in fiction and non-fiction texts. Use organisational devices in non-fiction writing, e.g. captions, text boxes, diagram, lists. Link ideas across paragraphs using fronted adverbials for when and where e.g. Several hours later..., Back at home. <p>Evaluating and Editing Pupils will:</p> <ul style="list-style-type: none"> Proofread to check for errors in spelling, grammar and punctuation. Discuss and propose changes to own and others' writing with partners/small groups. Improve writing in light of evaluation. <p>Transcription Spelling Pupils will:</p> <ul style="list-style-type: none"> Use further prefixes, e.g. in-, im-, ir-, sub-, inter-, super-, anti-, auto-. Use further suffixes, e.g. -ation, -tion, -ssion, -cian. Investigate what happens to words ending in f when suffixes are added, e.g. calf/calves. Identify and spell words with the /k/ sound spelt ch (Greek in origin), e.g. scheme, chorus. Identify and spell words with the /ʃ/ sound spelt ch (mostly French in origin), e.g. chef, chalet, machine. Identify and spell words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin), e.g. tongue, antique. Identify and spell words with the /s/ sound spelt sc (Latin in origin), e.g. science, scene. Understand how diminutives are formed using e.g. suffix -ette and prefix mini-. Investigate ways in which nouns and adjectives can be made into verbs by the use of suffixes e.g. pollen (noun) and -ate = pollinate (verb). The /l/ sound spelt y elsewhere than at the end of words, e.g. myth, gym, Egypt. 	<p>Pupils will:</p> <ul style="list-style-type: none"> Create complex sentences with adverb starters e.g. Silently trudging through the snow, Sam made his way up the mountain. Use commas to mark clauses in complex sentences. Create sentences with fronted adverbials for when e.g. As the clock struck twelve, the soldiers sprang into action. Create sentences with fronted adverbials for where e.g. In the distance, a lone wolf howled. Use commas after fronted adverbials. Identify, select and use determiners including: <ul style="list-style-type: none"> articles: a/an, the demonstratives : this/that; these/those possessives: my/your/his/her/its/our/their quantifiers: some, any, no, many, much, every Use inverted commas and other punctuation to indicate direct speech e.g. The tour guide announced, "Be back here at four o' clock." Identify, select and effectively use pronouns. Use nouns for precision, e.g. burglar rather than man, bungalow rather than house. Explore, identify, collect and use noun phrases e.g. the crumbly cookie with tasty marshmallow pieces. Explore, identify and use Standard English verb inflections for writing e.g. We were instead of we was. I was instead of I were, I did instead of I done. She saw it instead of she seen it. Use apostrophes for singular and plural possession e.g. the dog's bone and the dogs' bones.



Lunt's Heath Primary School

English Curriculum Map and Statutory Requirements

<p>Participating, presenting, and performing Pupils will:</p> <ul style="list-style-type: none"> • Use appropriate intonation, tone and volume to present their writing to a range of audiences. • Use appropriate intonation, tone and volume to present their writing to a group or class. • Orally retell less familiar stories or identified sections of stories using a range of strategies, <i>e.g. props, images, actions and story maps.</i> • Orally retell non-fiction texts, or sections of non-fiction texts (reports, explanations, persuasion, discussion, information), using a range of strategies, <i>e.g. props, images, actions, and text maps.</i> • Participate in a range of drama approaches in English and across the curriculum • Take part in imaginative role play, <i>e.g. by innovating a familiar story or exploring contexts across the curriculum such as taking on the role of a key figure and applying new vocabulary appropriately.</i> • Prepare poems and playscripts to perform, using intonation, tone and volume when presenting to an audience, <i>e.g. different groups, another class, whole school.</i> • Use non-verbal gestures whilst presenting and performing to gain the audience's interest. <p>Participating in discussion Pupils will:</p> <ul style="list-style-type: none"> • Participate in discussion about what is read to them and books they have read independently. • Develop and agree on rules for effective discussion. • Take turns and listen to what others say. • Make and respond to contributions in a variety of group situations <i>e.g. whole class, pairs, guided groups, book circle.</i> 	<ul style="list-style-type: none"> • Prepare for research by identifying what is already known about the subject and key questions to structure the task. • Navigate texts, <i>e.g. using contents and index pages, in order to locate and retrieve information in print and on screen.</i> • Record information from a range of non-fiction texts. • Scan for dates, numbers, and names. • Analyse and evaluate how specific information is organised within a non-fiction text <i>e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams.</i> • Explain how paragraphs are used to order or build up ideas, and how they are linked. 	<ul style="list-style-type: none"> • Use the first 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. • Explore and use the possessive apostrophe, <i>e.g. boy's books (books belonging to a boy) and boys' books (books belonging to more than one boy).</i> • Spell words from the Year 4 list (selected from the statutory Year 3/4 word list) - see below. <p>Handwriting</p> <ul style="list-style-type: none"> • Use a joined style throughout their independent writing. • Write with consistency in size and proportion of letters, <i>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.</i>
--	--	---

Year 4					
appear	continue	grammar	material	possible	suppose
breadth	different	group	medicine	pressure	surprise
breathe	difficult	guard	mention	probably	therefore
build	disappear	guide	natural	recent	though/although
busy/business	exercise	imagine	opposite	regular	
calendar	experience	important	ordinary	remember	
caught	experiment	increase	particular	separate	
certain	extreme	interest	peculiar	special	
complete	famous	island	position	straight	
consider	favourite	knowledge	possess(ion)	strength	



Lunt's Heath Primary School

English Curriculum Map and Statutory Requirements

Year 5

Year 5 English: Knowledge and Skills

Spoken Language	Reading	Writing	Vocabulary, Grammar and Punctuation
<p>Listening and attention Pupils will:</p> <ul style="list-style-type: none"> Listen and evaluate how spoken language varies in different contexts according to purpose and audience, e.g. in a football commentary, a documentary programme, journalistic reporting, magazine shows etc. Listen and identify how intonation and expression affects meaning, e.g. when listening to others read a text aloud, perform a poem, a persuasive speech or formal review etc. Listen and evaluate viewpoints from adults and peers, e.g. identifying bias when examining facts and opinions, when listening to formal presentations and debates linked to narrative, non-fiction and across the curriculum. <p>Speaking Pupils will:</p> <ul style="list-style-type: none"> Discuss and analyse how spoken language is used within different contexts according to purpose and audience, e.g. in a football commentary, a documentary programme, journalistic reporting, magazine shows etc. Articulate and justify answers, arguments and opinions orally, in relation to questions or key points posed by an adult and peers. Ask a range of appropriate questions to clarify and refine thinking. 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 Participate in discussions and debates building on their own and others' ideas, challenging views courteously. Provide oral explanations with supporting details in relation to questions posed with 'how' and 'why', e.g. How does the camel adapt to its environment? Why did the character behave inappropriately in chapter two? Speak audibly and fluently, maintaining the attention of others. <p>Standard English Pupils will:</p> <ul style="list-style-type: none"> Use correct Standard English when speaking in formal contexts. Select and use appropriate registers for effective communication in a range of contexts. Use cohesive devices during talk to organise ideas, using speaking frames to support, e.g. - First of all, ... - In addition to ... - On the other hand, ... - Similarly, ... <p>Vocabulary Pupils will:</p> <ul style="list-style-type: none"> Introduce, explore and evaluate new vocabulary orally, e.g. authors choice of language in texts, tier 3 vocabulary etc. 	<p>Word Reading Pupils will:</p> <ul style="list-style-type: none"> Read books at an age-appropriate interest level. Use knowledge of root words to understand meanings of words. Use suffixes to understand meanings e.g. -ant, -ance, -ancy, -ent, ence, -ency, -ible, -able, -ibly, -ably. Read and understand words from the Year 5 list (selected from the statutory Year 5/6-word list) - see below. <p>Comprehension Maintaining positive attitudes to reading Pupils will:</p> <ul style="list-style-type: none"> Listen to and discuss a range of fiction, poetry and non-fiction which they might not choose to read themselves. Regularly listen to whole novels read aloud by the teacher from an increasing range of authors. Recommend books to their peers with reasons for choices. Read books and texts that are structured in different ways for a range of purposes. Express preferences about a wider range of books including modern fiction, traditional stories, myths and legends. Learn a wider range of poems by heart. Prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience. <p>Understanding texts they read independently and those which are read to them Pupils will:</p> <ul style="list-style-type: none"> Explain the meaning of words within the context of the text. Use punctuation to determine intonation and expression when reading aloud to a range of audiences. Check that the book makes sense to them and demonstrate understanding e.g. through discussion, use of reading journals. Demonstrate active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal. Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence. Predict what might happen from information stated and implied. Through close reading of the text, re-read and read ahead to locate clues to support understanding. Explore themes within and across texts e.g. loss, heroism, friendship. Make comparisons within a text e.g. characters' viewpoints of same events. Distinguish between statements of fact and opinion within a text. Scan for key words and text mark to locate key information. Summarise main ideas drawn from more than one paragraph and identify key details which support this. Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt - Point + Evidence + Explanation. Analyse the conventions of different types of writing e.g. use of first person in autobiographies and diaries. 	<p>Composition Planning Pupils will:</p> <ul style="list-style-type: none"> Identify the audience and purpose. Select the appropriate language and structures. Use similar writing models. Note and develop ideas. Draw on reading and research. Think how authors develop characters and settings (in books, films and performances). <p>Drafting and Writing Pupils will:</p> <ul style="list-style-type: none"> Select appropriate structure, vocabulary and grammar. Blend action, dialogue and description within and across paragraphs. Use different sentence structures with increasing control (see VGP). Use devices to build cohesion (see VGP). Use organisation and presentational devices e.g. underlining, bullet points, headings. <p>Evaluating and Editing Pupils will:</p> <ul style="list-style-type: none"> Assess the effectiveness of own and others' writing in relation to audience and purpose. Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. Ensure consistent and correct use of tense throughout a piece of writing. Ensure consistent subject and verb agreement. Proofread for spelling and punctuation errors. <p>Transcription Spelling Pupils will:</p> <ul style="list-style-type: none"> Investigate verb prefixes e.g. dis-, re-, pre-, mis-, over-. Recognise and spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency. Recognise and spell words ending in -able and -ible. Recognise and spell words ending in -ably and -ibly. Recognise and spell words with the /i:/ sound spelt ei after c, e.g. deceive, receive. Recognise and spell words containing the letter-string ough. To recognise and spell the suffixes -al,- ary,- ic. To spell further suffixes, e.g. ll in full becoming l. Spell some words with 'silent' letters, e.g. knight, psalm, solemn. To spell unstressed vowels in polysyllabic words. Develop self-checking and proof reading strategies. Spell words that they have not yet been taught by using what they have learnt about how spelling works in English. Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. Use a thesaurus. Spell words from the Year 5 list (selected from the statutory Year 5/6 word list) - see below. 	<p>Pupils will:</p> <ul style="list-style-type: none"> Create complex sentences by using relative clauses with relative pronouns who, which, where, whose, when, that e.g. Sam, who had remembered his wellies, was first to jump in the river. The thief broke into the house which stood on the top of the hill. Create complex sentences where the relative pronoun is omitted e.g. Tina, standing at the bus stop, pondered the day ahead. Create and punctuate complex sentences using ed opening clauses e.g. Exhausted from the race, Sam collapsed in a heap. Create and punctuate complex sentences using ing opening clauses, e.g. Grinning with anticipation, Paul launched himself from the diving board. Create and punctuate sentences using simile starters, e.g. Like a fish out of water, she conversed awkwardly with the other guests. Demarcate complex sentences using commas in order to clarify meaning. Use commas to avoid ambiguity, e.g. 'Let's eat Grandma.' and 'Let's eat, Grandma.' Identify and use commas to indicate parenthesis, e.g. The house, lonely and abandoned, teetered on the edge of the cliff. Identify and use brackets to indicate parenthesis, e.g. in formal writing: The Cheetah (Acinonyx jubatus) inhabits open grassland in Africa. Identify and use dashes to indicate parenthesis, e.g. in less formal writing: The cake was lovely – delicious in fact – so I had another slice. Link ideas across paragraphs using adverbials for time, place and numbers e.g. later, nearby, secondly. Use devices to build cohesion within a paragraph e.g. firstly, then, presently, this, subsequently. Use expanded noun phrases to convey complicated information concisely, e.g. carnivorous predators with surprisingly weak jaws and small teeth. Explore, collect and use modal verbs to indicate degrees of possibility e.g. might, could, shall, will, must. Explore, collect and use adverbs to indicate degrees of possibility e.g. surely, perhaps, maybe, definitely, alternatively, certainly, probably. Use suffixes -ate, -ise, -ify to convert nouns and adjectives into verbs. Investigate verb prefixes e.g. dis-, de-, re-, pre-, mis-, over-.



Lunt's Heath Primary School

English Curriculum Map and Statutory Requirements

<ul style="list-style-type: none"> • Explore settings and characters orally, and following modelling, select precise vocabulary to create well-structured descriptions. • Express feelings orally and following modelling, use precise vocabulary to articulate an opinion, e.g. <i>linked to PSHE or English</i>. <p>Participating, presenting, and performing Pupils will:</p> <ul style="list-style-type: none"> • Use appropriate intonation and volume. • Add movement. • Ensure meaning is clear. • Prepare oral retellings of identified sections of stories (or innovated/invented versions) in order to present to an audience. • Prepare oral retellings of non-fiction texts / sections of non-fiction texts (or innovated / invented versions) in order to present to an audience. • Participate in role in English and across the curriculum, e.g. <i>paired improvisation or first lines drama, flashback and flash forward techniques, meetings in role, interviews in role linked to narrative and non-fiction, sales pitch, journalistic reporting, reporting events in a magazine-style show etc.</i> • Prepare poems and playscripts to perform, using dramatic effects in order to gain, maintain and heighten the interest of the audience. • Use non-verbal gestures whilst presenting and performing to sustain the audience's interest. • Prepare formal presentations individually or in groups. • Use notes to support presentation of information. • Respond to questions generated by a presentation. • Participate in debates on an issue related to reading (fiction or non-fiction) 	<ul style="list-style-type: none"> • Identify how language, structure and presentation contribute to meaning e.g. <i>formal letter, informal diary, persuasive speech.</i> <p>Evaluating the impact of the author's use of language</p> <ul style="list-style-type: none"> • Explore, recognise, and use the terms metaphor, simile, imagery. • Explain the effect on the reader of the authors' choice of language. 	<p>Handwriting</p> <ul style="list-style-type: none"> • Write fluently using a joined style as appropriate for independent writing. • Choose when it is appropriate to print (lower case or upper case) rather than to join writing e.g. <i>printing for labelling a scientific diagram or data, filling in a form, writing an e mail address.</i> 	
---	--	---	--

Year 5					
apparent	cemetery	determined	explanation	interfere	occupy
rhythm	amateur	communicate	develop	familiar	language
occur	secretary	ancient	community	dictionary	foreign
leisure	persuade	shoulder	available	conscience*	environment
forty	lightning	physical	soldier	average	convenience
equip (-ped, -ment)	government	muscle	programme	stomach	bargain
curiosity	excellent	hindrance	neighbour	queue	temperature
bruise	desperate	existence	individual	nuisance	recognise
twelfth	rhyme	vegetable			



Lunt's Heath Primary School

English Curriculum Map and Statutory Requirements

Year 6

Year 6 English: Knowledge and Skills

Spoken Language	Reading	Writing	Vocabulary, Grammar and Punctuation
<p>Listening and attention Pupils will:</p> <ul style="list-style-type: none"> Listen and evaluate how spoken language varies in different contexts according to purpose and audience, e.g. <i>in a football commentary, a documentary programme, journalistic reporting, magazine shows etc.</i> Listen and identify how intonation and expression affects meaning, e.g. <i>when listening to others read a text aloud, perform a poem, a persuasive speech or formal review etc.</i> Listen and evaluate viewpoints from adults and peers, e.g. <i>identifying bias when examining facts and opinions, when listening to formal presentations and debates linked to narrative, non-fiction and across the curriculum.</i> <p>Speaking Pupils will:</p> <ul style="list-style-type: none"> Discuss and analyse how spoken language is used within different contexts according to purpose and audience, e.g. <i>in a football commentary, a documentary programme, journalistic reporting, magazine shows etc.</i> Articulate and justify answers, arguments and opinions orally, in relation to questions or key points posed by an adult and peers. Ask a range of appropriate questions to clarify and refine thinking. 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 Participate in discussions and debates building on their own and others' ideas, challenging views courteously. Provide oral explanations with supporting details in relation to questions posed with 'how' and 'why', e.g. <i>How does the camel adapt to its environment? Why did the character behave inappropriately in chapter two?</i> Speak audibly and fluently, maintaining the attention of others. <p>Standard English Pupils will:</p> <ul style="list-style-type: none"> Use correct Standard English when speaking in formal contexts. Select and use appropriate registers for effective communication in a range of contexts. Use cohesive devices during talk to organise ideas, using speaking frames to support, e.g. <i>- First of all, ... - In addition to... - On the other hand, ... - Similarly, ...</i> <p>Vocabulary Pupils will:</p> <ul style="list-style-type: none"> Introduce, explore and evaluate new vocabulary orally, e.g. <i>authors choice of language in texts, tier 3 vocabulary etc.</i> Explore settings and characters orally, and following modelling, select precise vocabulary to create well-structured descriptions. 	<p>Word Reading Pupils will:</p> <ul style="list-style-type: none"> Read books at an age appropriate interest level. Work out unfamiliar words by focusing on all letters in the word, e.g. <i>not reading invitation for imitation.</i> Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. <i>un+happy+ness, dis+repute+able, dis+respect+ful, re+engage+ment.</i> Use suffixes to understand meanings e.g. <i>-cious, -tious, -tial, - cial.</i> Read and understand words from the Year 6 list (selected from the statutory Year 5/6 word list) - see below. Use etymology to help the pronunciation of new words e.g. <i>chef, chalet, machine, brochure – French in origin.</i> <p>Comprehension Maintaining positive attitudes to reading: Pupils will:</p> <ul style="list-style-type: none"> Listen to, read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction. Regularly listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves. Independently read longer texts with sustained stamina and interest. Recommend books to their peers with detailed reasons for their opinions. Express preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures. Learn a wider range of poems by heart. Prepare poems and play scripts to read aloud and perform using dramatic effects. <p>Understanding books which they can read themselves and those which are read to them: Pupils will:</p> <ul style="list-style-type: none"> Explain the meaning of new vocabulary within the context of the text. Demonstrate active reading strategies e.g. <i>challenging peers with questions, justifying opinions, responding to different viewpoints within a group.</i> Use a reading journal to record on-going reflections and responses to personal reading. Explore texts in groups and deepen comprehension through discussion. Provide reasoned justifications for their views. Justify opinions and elaborate by referring to the text e.g. <i>using the PEE prompt – Point+Evidence+Explanation.</i> Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. <i>Point+Evidence+Explanation.</i> Predict what might happen from information stated and implied. Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text. Make comparisons within and across texts e.g. <i>similar events in different books such as being an evacuee in Carrie's War and Goodnight Mr Tom.</i> 	<p>Composition Planning Pupils will:</p> <ul style="list-style-type: none"> Identify audience and purpose. Choose appropriate text-form and type for all writing. Select the appropriate structure, vocabulary and grammar. Draw on similar writing models, reading and research. Compare how authors develop characters and settings (in books, films and performances). Use a range of planning approaches e.g. <i>storyboard, story mountain, discussion group, post-it notes, ICT story planning.</i> <p>Drafting and Writing Pupils will:</p> <ul style="list-style-type: none"> Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact. Select appropriate register for formal and informal purposes, e.g. <i>a speech for a debate (formal), dialogue within narrative (formal or informal), text message to a friend (informal).</i> Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action e.g. <i>Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair!"</i> Consciously control the use of different sentence structures for effect. Use a wide range of devices to build cohesion within and across paragraphs. Deviate narrative from linear or chronological sequence e.g. <i>flashbacks, simultaneous actions, time-shifts.</i> Combine text-types to create hybrid texts e.g. <i>persuasive speech.</i> Evaluate, select and use a range of organisation and presentational devices to structure text for different purposes and audiences e.g. <i>headings, sub-headings, columns, bullet points, tables.</i> Find examples of where authors have broken conventions to achieve specific effects and use similar techniques in own writing – e.g. <i>repeated use of 'and' to convey tedium, one word sentence.</i> Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. <i>rhetorical questions, direct address to the reader.</i> Use active and passive voice to achieve intended effects e.g. <i>formal reports, explanations and mystery narrative.</i> Précis longer passages <p>Evaluating and Editing Pupils will:</p> <ul style="list-style-type: none"> Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning. Proofread for grammatical, spelling and punctuation errors. <p>Transcription Spelling Pupils will:</p> <ul style="list-style-type: none"> Recognise and spell endings which sound like /□, s/, spelt – cious or – tious. 	<p>Pupils will:</p> <ul style="list-style-type: none"> Manipulate sentences to create particular effects. Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. <i>adverbials such as: on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.</i> Use devices to build cohesion between paragraphs in narrative e.g. <i>adverbials such as: in the meantime, meanwhile, in due course, until then.</i> Use ellipsis to link ideas between paragraphs. Use repetition of a word or phrase to link ideas between paragraphs. Identify and use semi-colons to mark the boundary between independent clauses e.g. <i>It is raining; I am fed up.</i> Investigate and collect a range of synonyms and antonyms e.g. <i>mischievous, wicked, evil, impish, spiteful, well-behaved.</i> Identify the subject and object of a sentence. Explore and investigate active and passive e.g. <i>I broke the window in the greenhouse versus the window in the greenhouse was broken.</i> Explore, collect and use examples of the perfect form of verbs to mark relationships of time and cause e.g. <i>I had eaten lunch when you came (past perfect); She has eaten lunch already or I have eaten lunch already (present perfect); I will have eaten lunch by then (future perfect).</i> Punctuate bullet points consistently. Identify and use colons to introduce a list. Identify and use semi-colons within lists. Explore how hyphens can be used to avoid ambiguity e.g. <i>man eating shark versus man eating shark.</i> Explore, collect and use vocabulary typical of formal and informal speech and writing e.g. <i>find out – discover, ask for - request, go in – enter.</i> Explore, collect and use question tags typical of informal speech and writing e.g. <i>"He's your friend, isn't he?"</i> Explore, collect and use subjunctive forms for formal speech and writing e.g. <i>If I were able to come to your party, I would; The school requires that all pupils be honest.</i>



Lunt's Heath Primary School

English Curriculum Map and Statutory Requirements

• Express feelings orally and following modelling, use precise vocabulary to articulate an opinion, e.g. *linked to PSHE or English*.

Participating, presenting, and performing

Pupils will:

- Use appropriate intonation and volume.
 - Add movement.
 - Ensure meaning is clear.
 - Prepare oral retellings of identified sections of stories (or innovated/invented versions) in order to present to an audience.
 - Prepare oral retellings of non-fiction texts / sections of non-fiction texts (or innovated / invented versions) in order to present to an audience.
 - Participate in role in English and across the curriculum, e.g. *paired improvisation or first lines drama, flashback and flash forward techniques, meetings in role, interviews in role linked to narrative and non-fiction, sales pitch, journalistic reporting, reporting events in a magazine-style show etc.*
 - Prepare poems and playscripts to perform, using dramatic effects in order to gain, maintain and heighten the interest of the audience.
 - Use non-verbal gestures whilst presenting and performing to sustain the audience's interest.
 - Prepare formal presentations individually or in groups.
 - Use notes to support presentation of information.
 - Respond to questions generated by a presentation.
- Participate in debates on an issue related to reading (fiction or non-fiction)

- Compare characters within and across texts.
- Compare texts written in different periods.
- Recognise themes within and across texts e.g. *hope, peace, fortune, survival*.
- Distinguish between statements of fact and opinion across a range of texts e.g. *first-hand account of an event compared with a reported example such as Samuel Pepys' diary and a history textbook*.
- Skim for gist.
- Scan for key information e.g. identify words and phrases which tell you the character is frustrated or find words/phrases which suggest that a theme park is exciting.
- Use a combination of skimming, scanning and close reading across a text to locate specific detail.
- Retrieve, record, make notes and present information from non-fiction, including texts used in other subjects.
- Analyse the conventions of different types of writing e.g. *use of dialogue to indicate geographical and/or historical settings for a story*.
- Identify how language, structure and presentation contribute to meaning e.g. *persuasive leaflet, balanced argument*.

Evaluating the authors use of language:

- Explore, recognise and use the terms personification, analogy, style and effect.
- Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques.

- Recognise and spell endings which sound like /□, /, e.g. *official, partial*.
- Investigate adding suffixes beginning with vowel letters to words ending in -fer, e.g. *referring, reference*.
- Investigate use of the hyphen.
- Investigate and use further prefixes, e.g. *bi- trans- telecircum-*.
- Distinguish between homophones and other words that are often confused.
- Identify root words, derivations and spelling patterns as a support for spelling.
- Be secure with all spelling rules previously taught.
- Use a number of different strategies interactively in order to spell correctly.
- Develop self-checking and proof-checking strategies, including the use of a dictionary and thesaurus.
- Spell words from the Year 6 list (selected from the statutory Year 5/6 word list) - see below

Handwriting

- Write, using a joined style, with increasing speed.
- Choose the writing implement that is best suited for a task e.g. *pencil for quick notes, handwriting pen for letters, marker pens for posters*.

Year 6

accommodate	category	disastrous	immediate(ly)	privilege	sincere(ly)
accompany	committee	embarrass	interrupt	profession	sufficient
according	competition	especially	marvellous	pronunciation	suggest
achieve	conscious*	exaggerate	mischievous	recommend	symbol
aggressive	controversy	frequently	necessary	relevant	system
appreciate	correspond	guarantee	opportunity	restaurant	thorough
attached	criticise (critic + ise)	harass	parliament	sacrifice	variety
awkward	definite	identity	prejudice	signature	vehicle
yacht					