



The Willows Primary School

ENGLISH Curriculum



Subject Leader	Mrs Rachel Merrell & Mrs Victoria Unwin
INTENT	
<p>At the Willows we recognise that English is pivotal to all learning. Staff develop pupils’ spoken language across the whole curriculum with an understanding of how it underpins the development of reading and writing.</p> <p>Reading: At the Willows reading is at the heart of our curriculum and more than just fluency. It is our intention that every child will be a reader who is excited by a range of texts and is interested in what others enjoy reading. From the start of their journey with us children are supported to develop a love of reading. They are exposed to high quality texts and through a consistent, systematic approach in the teaching of phonics, and they are provided with the skills to read fluently, decode confidently and comprehend independently.</p> <p>Writing and SPaG: At the Willows we believe that all pupils should be excited by the written word and should be able to confidently, and creatively express their knowledge, ideas and emotions through the writing. We aim to provide children with a rich, progressive writing curriculum which allows them to adapt their language and style for a range of contexts, purposes and audiences. We want pupils to acquire and effectively use a wide-ranging vocabulary, have a solid understanding of grammar and to be able to spell words effectively by applying learned spelling patterns; gaining an understanding of word origins.</p> <p>Speaking and Listening is seen as an integral part of developing literacy skills and it is intended that children be able to identify and make good use of the links between reading, writing, speaking and listening. Our pupils will be taught to confidently and appropriately articulate themselves through the spoken word and develop the skills to respond effectively and appropriately to others.</p>	



IMPLEMENTATION

Reading: Every child experiences a lesson in reading development every day. R to Year 1 focuses on developing the ability to decode and become the readers of words through phonetic and grapheme awareness through the teaching of Phonics Bug. In Years 2 to 6 the daily reading lesson focuses on developing understanding and comprehension. We want pupils to become expert readers capable of making complex comparisons between authors and understand language choices, read for pleasure as well as collate appropriate and accurate information. Our daily lessons focus heavily on exposing pupils to challenging vocabulary as well as using Complete Comprehension to support all reading skills (word meaning, retrieval, summarising, inference, prediction, relationship, word choice and comparison). In selecting our class texts we intend for each book to capture the interests of the children and help sequence the way we introduce knowledge in other curriculum areas. In addition, we place a great deal of importance on story time. This takes place each day and texts are selected to foster curiosity and interest.

Writing and SPaG: On a daily basis, children are given opportunities to write for a range of purposes, and for different audiences. We want pupils to be exposed to a variety of lead up tasks to engage their interest, alongside developing their language, comprehension and vocabulary knowledge. They are expected to use this learning to support their writing. In lessons pupils are expected to deconstruct and analyse similar writing as models for their own understanding; learning from its structure, vocabulary and grammar. Feedback (verbal or written) is given to children during the writing process so that they can continuously reflect on their writing. It is our intention that pupils learn to become self-reflective and confident when improving and correcting their own work.

Children are encouraged to share ideas and 'magpie' vocabulary for their writing through teacher modeling and peer support. Children are introduced to tier 2 and 3 vocabulary through vocabulary activities, stimulating word displays and speaking and listening tasks.

Through teacher feedback, children will become aware of their achievements in writing and be able to discuss what their next steps are. Children are given time to reflect on their writing and edit their work against their learning objectives. Children are also given the opportunity to redraft part of their work (where appropriate) or given further extension tasks. Pupils may be given the opportunity to publish or present their work to fit with the intended purpose and audience.

Home-School Links: Leveled reading books are sent home up to 'Grey' and then children are able to select their own choice of texts. This is

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monitored by the class teacher, tracked against fluency data and recorded in reading logs. Children also have access to a well stocked library. Whole school events, including the celebrations of World Book Day, World Poetry Day, Performance Poetry week, Reading Rivers activities, class assemblies, KS2 Writing Competitions are integral in supporting the profile or literacy at the Willows.

Knowledge and Skills Prior to KS1 - English in EYFS

English in the Early Years is integral in everything that they do and supports the prerequisite skills for speaking and listening, reading and writing. Continuous Provision planning identifies CLL (communication, language and literacy development) objectives that are differentiated based on assessments and will also identify how Physical Development and Expressive Arts and Design supports communication. In addition, a daily phonics lesson is taught throughout the Foundation Stage using Phonics Bug Club resources and every child will hear at least one story a day read by an adult.



Skills and Knowledge Progression					
WRITING					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text Structure & Features					
<p>Become familiar with and retell key stories, fairy stories and traditional tales</p> <p>Recognise and join in predictable phrases and use these in their writing</p> <p>Sequence sentences to form short narratives</p>	<p>Draw on a wide range of stories, poems, plays and information books and understand their features</p> <p>Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales</p> <p>Recognise simple, recurring language and discuss favourite words and phrases</p> <p>Understand the structure of nonfiction books</p> <p>Write for different purposes including narratives about personal experiences (real and fictional)</p> <p>Write about real events</p> <p>Write poetry</p> <p>Structure and sequence</p>	<p>Build on KS1 wide range of stories, poetry, plays, myths, legends, non-fiction and reference books</p> <p>Retell stories orally</p> <p>Recognise themes eg good over evil, use of magical devices</p> <p>Be exposed to books that are structured in different ways</p> <p>Identify how language, structure, vocabulary, grammar and presentation contribute to meaning</p> <p>Build cohesion within a paragraph, choosing appropriate pronouns and nouns to avoid repetition</p> <p>Write for a range of purposes</p>	<p>Build on KS1 wide range of stories, poetry, plays, myths, legends, non-fiction and reference books</p> <p>Retell stories orally</p> <p>Recognise themes eg good over evil, use of magical devices</p> <p>Be exposed to books that are structured in different ways</p> <p>Identify how language, structure, vocabulary, grammar and presentation contribute to meaning</p> <p>Build cohesion within a paragraph, choosing appropriate pronouns and nouns to avoid repetition</p> <p>Write for a range of purposes</p>	<p>Summarise and present familiar stories in their own words</p> <p>Summarise main ideas from more than one paragraph using evidence</p> <p>Use knowledge of language and structure gained from stories, plays, poetry and non-fiction in their writing</p> <p>Reflect understanding of audience and purpose through choice of grammar, vocabulary and structure</p> <p>In fiction, consider how authors develop character and setting</p> <p>Be exposed to wide range of books including myths, legends, fairy stories, modern fiction, fiction from literary heritage and books</p>	<p>Summarise and present familiar stories in their own words</p> <p>Summarise main ideas from more than one paragraph using evidence</p> <p>Use knowledge of language and structure gained from stories, plays, poetry and nonfiction in their writing</p> <p>Reflect understanding of audience and purpose through choice of grammar, vocabulary and structure</p> <p>In fiction, consider how authors develop character and setting</p> <p>Be exposed to wide range of books including myths, legends, fairy stories,</p>



	ideas orally and (where appropriate) through drama and role-play	<p>Link ideas across paragraphs using adverbials of time, place and number or by varying tense</p> <p>Locate information using contents, index and glossaries</p> <p>Use simple organisational devices eg headings, sub-headings</p>	<p>Link ideas across paragraphs using adverbials of time, place and number or by varying tense</p> <p>Locate information using contents, index and glossaries</p> <p>Use simple organisational devices eg headings, sub-headings</p>	<p>from other cultures</p> <p>Evaluate how authors use language and consider effect on the reader</p> <p>Use a wide range of devices to build cohesion within and across paragraphs</p> <p>Use further organisational and presentational devices such as headings, sub-headings, columns, bullets, or tables, to structure text.</p>	<p>modern fiction, fiction from literary heritage and books from other cultures</p> <p>Evaluate how authors use language and consider effect on the reader</p> <p>Use a wide range of devices to build cohesion within and across paragraphs</p> <p>Use further organisational and presentational devices such as headings, sub-headings, columns, bullets, or tables, to structure text</p>
Grammar & Punctuation					
<p>Leave spaces between words</p> <p>Use punctuation for sentences using capital letters, full stops, question marks and exclamation marks</p> <p>Use “and” to join words and clauses</p> <p>Use capital letter for names of people, places, days of the week and pronoun I</p>	<p>Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required</p> <p>Use commas in lists Use apostrophes for the contracted form</p> <p>Use apostrophes for singular possession</p> <p>Use sentences with different forms: statements, commands, questions and</p>	<p>Use wider range of subordinating conjunctions (before, after, while, when, if, because, although)</p> <p>Use present perfect verb tense (I have seen)</p> <p>Express time, place and cause using conjunctions (when, before, after, while, because)</p> <p>Express time, place and cause using adverbs (then, next, soon,</p>	<p>Choose nouns/pronouns accurately for clarity and cohesion</p> <p>Use fronted adverbials (adverbs, phrases and subordinate clauses)</p> <p>Use commas after fronted adverbials</p> <p>Use apostrophe for plural possession</p> <p>Punctuate direct speech using inverted commas and</p>	<p>Use relative clauses with relative pronouns who, which, where, whose, that, when</p> <p>Indicate possibility using adverbs (maybe, possibly, perhaps, definitely) and modal verbs (shall, may, might, must, could etc)</p> <p>Build cohesion within a paragraph</p> <p>Link ideas across paragraphs using</p>	<p>Use verb tenses consistently and correctly throughout their writing</p> <p>Use active/passive voice for effect Use perfect form to indicate time/ cause</p> <p>Use hyphens to avoid ambiguity</p> <p>Use colons to introduce a list and mark boundaries between clauses</p> <p>Use the semi-colon, colon</p>



	<p>exclamations</p> <p>Use expanded noun phrases</p> <p>Use present/past tense correctly and consistently, including progressive forms of verbs</p> <p>Use subordination (when, if, that, because) Use co-ordination (or, and, but)</p> <p>Use and understand the grammatical terminology in English appendix 2 in discussing their writing</p> <p>Use some features of Standard English</p>	<p>therefore)</p> <p>Express time, place and cause using prepositions (before, after, during, in, because of)</p> <p>Punctuate direct speech with inverted commas</p> <p>Use the forms a or an according to whether the next word begins with a consonant or a vowel</p>	<p>other punctuation (for example, a comma after the reporting clause)</p> <p>Know the difference between Standard/non-Standard English</p>	<p>adverbials of time, place and number or by varying tense</p> <p>Indicate parenthesis using brackets, dashes and commas</p> <p>Use commas to clarify meaning/ avoid ambiguity</p> <p>Use expanded noun phrases for accuracy</p> <p>Know and understanding the differences between spoken and written language</p>	<p>and dash when writing lists or as the boundary between independent clauses</p> <p>Punctuate bullet points consistently</p> <p>Use wider range of cohesive devices (repetition of word/phrase, adverbials and ellipsis)</p> <p>Identify formal/informal structures eg question tags, subjunctive form</p> <p>Know and understanding the differences between spoken and written language</p>
Transcription					
<p>With reference to English Appendix 1, pupils should:</p> <p>Spell words containing the 40+ phonemes, common exception words and days of the week</p> <p>Name letters of the alphabet in order</p> <p>Add suffix –s and –es to create plural nouns/3rd person singular for verbs</p>	<p>With reference to English Appendix 1, pupils should:</p> <p>Segment spoken words into phonemes and represent these by graphemes, spelling many correctly and making phonetically plausible attempts at others</p> <p>Learn new ways of spelling phonemes for which one or more spellings are already known</p>	<p>With reference to English Appendix 1, pupils should:</p> <p>Use a wider range of prefixes (e.g. -un, -dis, -mis, -in) and suffixes (e.g. -ation, -ly)</p> <p>Spell wide range of homophones</p> <p>Spell words that are often misspelt</p>	<p>With reference to English Appendix 1, pupils should:</p> <p>Use a range of prefixes and be able to form nouns using some of them e.g. super-, auto</p> <p>Use a range of suffixes to change an adjective to an adverb and add suffixes beginning with a vowel letter to words of more than one syllable</p>	<p>With reference to English Appendix 1, pupils should:</p> <p>Convert nouns or adjectives into verbs using suffixes eg -ate; -ise; -ify</p> <p>Understand verb prefixes eg dis-, de-, mis-, over- and re</p> <p>Spell some words with silent letters</p>	<p>With reference to English Appendix 1, pupils should:</p> <p>Convert nouns or adjectives into verbs using suffixes eg -ate; -ise; -ify</p> <p>Understand verb prefixes eg dis-, de-, mis-, over- and re</p> <p>Spell some words with silent letters</p>



<p>Use prefix un</p> <p>Use –ing, -ed, -er and –est where root word remains unchanged</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p> <p>Sit correctly at table holding pencil correctly</p> <p>Begin to form correctly-oriented lower-case letters, capital letters and digits 0-9</p> <p>Understand which letters belong to which handwriting families</p> <p>Using letter names to distinguish between alternative spellings of the same sound</p>	<p>Spell common exception words and those with contractions</p> <p>Distinguish between homophones and near homophones</p> <p>Use the possessive apostrophe (singular)</p> <p>Add suffixes –ment, -ness, -ful, - less, -ly</p> <p>Form lower-case letters of correct size/proportion</p> <p>Start using diagonal/horizontal strokes to join letters and know which letters are best left unjoined</p> <p>Write capital letters of the right size, orientation and proportion</p> <p>Use correct spacing between letters and words</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p>	<p>Use possessive apostrophe for plurals</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Write from memory simple sentences dictated by the teacher</p> <p>Use the diagonal and horizontal strokes needed to join letters</p> <p>Know which letters are best left unjoined</p> <p>Increase the legibility, consistency and quality of handwriting</p>	<p>Spell wide range of homophones</p> <p>Spell words that are often misspelt</p> <p>Use possessive apostrophe for plurals and understand the difference between plural and possessive -s</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Write from memory simple sentences dictated by the teacher</p> <p>Use the diagonal and horizontal strokes needed to join letters</p> <p>Know which letters are best left unjoined</p> <p>Increase the legibility, consistency and quality of handwriting</p>	<p>Continue to distinguish between homophones and other words that are often confused</p> <p>Use knowledge of morphology and etymology as a strategy for spelling</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>Use a thesaurus to look for suitable synonyms</p> <p>Choose the writing implement best suited to the task</p> <p>Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p>	<p>Continue to distinguish between homophones and other words that are often confused</p> <p>Use knowledge of morphology and etymology as a strategy for spelling</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>Use a thesaurus to look for suitable synonyms</p> <p>Choose the writing implement best suited to the task</p> <p>Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p>
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Plan, Draft, Edit & Evaluate

<p>Say out loud what they are going to write about</p> <p>Compose sentences orally before writing</p> <p>Re-read what they have written to check it makes sense</p> <p>Discuss what they have written with teacher/pupils</p>	<p>Plan/say aloud what they are going to write, sentence by sentence</p> <p>Write down key ideas/words/vocabulary</p> <p>Evaluate own writing with teacher/other pupils</p> <p>Re-read for sense and check that verbs that indicate time are used correctly, including verbs in the continuous form</p> <p>Proof-read for errors in spelling, grammar and punctuation and make corrections</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>Draw on examples of writing (structure, vocabulary and grammar) when planning their own work</p> <p>Discuss and record ideas</p> <p>Compose and practise sentences orally using an increasingly wide range of vocabulary and sentence structure</p> <p>Organise paragraphs around a theme: Use paragraphs/sections help to organise content.</p> <p>Assess own and others' writing, suggesting improvements</p> <p>Suggest changes to grammar and vocabulary</p> <p>Proof-read work for spelling and punctuation errors</p> <p>Read aloud their own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>Draw on examples of writing (structure, vocabulary and grammar) when planning their own work</p> <p>Discuss and record ideas</p> <p>Compose and practise sentences orally using an increasingly wide range of vocabulary and sentence structure</p> <p>Organise paragraphs around a theme: Use paragraphs/sections help to organise content.</p> <p>Assess own and others' writing, suggesting improvements</p> <p>Suggest changes to grammar and vocabulary</p> <p>Proof-read work for spelling and punctuation errors</p> <p>Read aloud their own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>Use dictionaries to check the spelling and meaning of words</p> <p>Identify audience and purpose of writing</p> <p>Note and develop initial ideas drawing on reading</p> <p>Select appropriate grammar and punctuation and understand how these can change/enhance meaning</p> <p>Use a wide range of cohesive devices within sentences and between ideas/paragraphs</p> <p>Use further organisational and presentational devices to structure text</p> <p>Assess effectiveness of own and others' writing</p> <p>Propose changes to grammar, punctuation and vocabulary to enhance meaning/effectiveness</p> <p>Ensure correct subject and verb agreement when using singular and plural, distinguishing between the</p>	<p>Use dictionaries to check the spelling and meaning of words</p> <p>Identify audience and purpose of writing</p> <p>Note and develop initial ideas drawing on reading</p> <p>Select appropriate grammar and punctuation and understand how these can change/enhance meaning</p> <p>Use a wide range of cohesive devices within sentences and between ideas/paragraphs</p> <p>Use further organisational and presentational devices to structure text</p> <p>Assess effectiveness of own and others' writing</p> <p>Propose changes to grammar, punctuation and vocabulary to enhance meaning/effectiveness</p> <p>Ensure correct subject and verb agreement when using singular and plural,</p>
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				<p>language of speech and writing and choosing the appropriate register</p> <p>Précis longer passages</p> <p>Proof-read for spelling and punctuation errors</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing</p>	<p>distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>Précis longer passages</p> <p>Proof-read for spelling and punctuation errors</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing</p>
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Language & Vocabulary

<p>Use vocabulary from stories (eg fairy tales) to increase vocabulary in their own writing</p> <p>Understand how language can be used in narrative and non-fiction (eg to build surprise/present facts)</p> <p>Change meaning of adjectives/ verbs using prefix un</p>	<p>Recognise and use simple recurring literary language in stories and poems</p> <p>Discuss and clarify meanings of new words, making links to known vocabulary</p> <p>Use drama and role-play to identify with and explore characters</p> <p>Use suffixes –ful, -less, -ness, -ly, -er and –est to form and modify nouns, adjectives and adverbs</p>	<p>Use similar writing to identify and understand vocabulary and language (“magpie” words and phrases to use in own writing)</p> <p>Create characters, setting and plot</p> <p>Use varied and rich vocabulary including: adjectives, expanded noun phrases, adverbs, preposition phrases, collective nouns, similes and alliteration</p> <p>Vary sentences openers for effect eg adverbs, preposition phrases and</p>	<p>Broaden range of figurative language to include metaphors, personification and repetition</p> <p>Begin to interweave character, setting, plot and dialogue</p> <p>Understand the following terminology: determiner, pronoun, possessive pronoun, adverbials</p>	<p>Use knowledge of language from stories, plays and poetry to enhance the effectiveness of their writing</p> <p>Select appropriate language and vocabulary to reflect their understanding of audience and purpose</p> <p>Become familiar with the language of writing eg figurative language, imagery, style and effect</p> <p>Develop characters, settings and atmosphere using language and vocabulary from reading/ books</p>	<p>Use knowledge of language from stories, plays and poetry to enhance the effectiveness of their writing</p> <p>Select appropriate language and vocabulary to reflect their understanding of audience and purpose</p> <p>Become familiar with the language of writing eg figurative language, imagery, style and effect</p> <p>Develop characters, settings and atmosphere using language and vocabulary from</p>
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		<p>subordinate clauses</p> <p>Discuss words and features of texts that capture the reader's interest</p> <p>Understand the following terminology: preposition, conjunction; word family, prefix; clause, subordinate clause; direct speech; consonant, consonant letter, vowel, vowel letter; and inverted commas (or 'speech marks')</p>		<p>Integrate dialogue to advance action and convey character</p> <p>Use dictionaries (and thesauruses) to check meaning of new words/language</p> <p>Understand the following terminology: modal verb, relative pronoun; relative clause; parenthesis, bracket, dash; and cohesion, ambiguity</p> <p>Understand the following terminology: Subject, object; active, passive; synonym, antonym; and ellipsis, hyphen, colon, semi-colon, bullet points</p>	<p>reading/books</p> <p>Integrate dialogue to advance action and convey character</p> <p>Use dictionaries (and thesauruses) to check meaning of new words/language</p> <p>Understand the following terminology: modal verb, relative pronoun; relative clause; parenthesis, bracket, dash; and cohesion, ambiguity</p> <p>Understand the following terminology: Subject, object; active, passive; synonym, antonym; and ellipsis, hyphen, colon, semi-colon, bullet points</p>
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Skills and Knowledge Progression					
READING					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Reading					
<p>Apply phonic knowledge to decode Respond with correct sound to graphemes for all 40+ phonemes</p> <p>Blend sounds in unfamiliar words containing GPCs already taught</p> <p>Read common exception words Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</p> <p>Read other words of more than one syllable Read words with contractions and understand role of apostrophe</p> <p>Read aloud accurately books that are consistent with taught phonic knowledge and re-read to build fluency (Y1 and Y2)</p>	<p>Continue to apply phonic knowledge to decode most words quickly and accurately when they have been frequently encountered</p> <p>Read accurately by blending the sounds in words that contain the graphemes for all 40+ phonemes</p> <p>Read accurately words of two or more syllables that contain graphemes taught so far</p> <p>Sound out unfamiliar words accurately, automatically and without undue hesitation</p> <p>Read words containing common suffixes</p> <p>Read further common exception words</p>	<p>Apply growing knowledge of root words, prefixes and Suffixes (etymology and morphology) to read aloud and understand new words</p> <p>Read further exception words</p> <p>Note unusual correspondence between spelling and sound and where these occur in the word</p> <p>Identify word families based on common root words</p>	<p>Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and understand new words</p> <p>Read further exception words</p> <p>Note unusual correspondence between spelling and sound and where these occur in the word</p> <p>Identify further word families based on common root words</p>	<p>Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and understand new words</p>	<p>Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and understand new words</p>



Comprehension					
<p>Listen to a wide range of challenging stories, poems and non-fiction</p> <p>Discuss these and make links to own experiences drawing on what they know</p> <p>Become familiar with and retell key stories, fairy stories and traditional tales</p> <p>Join in with predictable phrases</p> <p>Recite some poems/rhymes by heart</p> <p>Discuss meanings of new words/vocab provided</p> <p>Self-check to make sure text makes sense and correct inaccurate reading</p> <p>Discuss significance of titles/ events</p> <p>Make predictions based on what has been read so far</p> <p>Make inferences on the basis of what is being said and done</p> <p>Take turns to explain clearly</p>	<p>Discuss sequence of events in books</p> <p>Discuss and express views about a wide range of texts at a level beyond that at which they can read independently</p> <p>Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>Discuss and clarify meaning of new words/phrases</p> <p>Discuss favourite words and phrases Continue to learn/present poems by heart</p> <p>Self-check to make sure text makes sense and corrects</p> <p>Predict what might happen on the basis of what has been read so far</p> <p>Make inferences on the basis of what is being said and done</p> <p>Ask and answer questions</p> <p>Retrieve and record information from non-fiction books that are presented in</p>	<p>Listen to a range of challenging stories, poems, plays, nonfiction and reference books, myths, legends and fairy stories</p> <p>Retell some stories orally</p> <p>Read books that are structured in different ways</p> <p>Use the first 2 or 3 letters of a word to check its spelling in a dictionary</p> <p>Identify themes and conventions Perform poems/playscripts for audience (starting to use appropriate intonation, tone, volume and action)</p> <p>Recognise different forms of poetry</p> <p>Begin to discuss words and phrases that capture the reader's interest</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Check that the text makes sense to them and ask</p>	<p>Listen to a wide range of challenging stories, poems, plays, nonfiction and reference books, myths, legends and fairy stories</p> <p>Confidently retell some stories orally Read books that are structured in different ways for a range of purposes</p> <p>Use dictionaries to check meanings Identify themes and conventions and summarise these accurately and concisely</p> <p>Perform poems/playscripts for audience (using appropriate intonation, tone, volume and action)</p> <p>Recognise and name different forms of poetry</p> <p>Discuss words and phrases that capture the reader's interest</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Ask relevant questions to improve understanding of</p>	<p>Read/discuss an increasingly wide range of challenging stories, poems, plays, nonfiction and reference books, myths, legends and fairy stories</p> <p>Read books that are structured in different ways for a range of purposes Increase familiarity with wide range of traditional stories, modern fiction, fiction from literary heritage and books from other cultures</p> <p>Recommend books to peers, giving reasons for their choices</p> <p>Identify and discuss themes and conventions.</p> <p>Comments identify similarities and differences between texts</p> <p>Make comparisons within and across books, commenting on similarities and differences between texts</p> <p>Learn a wider range of poetry by heart Perform</p>	<p>Continue to read/discuss an increasingly wide range of challenging texts</p> <p>Read a wide variety of books that are structured in different ways for a range of purposes</p> <p>Increase familiarity with wide range of traditional stories, modern fiction, fiction from literary heritage and books from other cultures</p> <p>Recommend books to peers, explaining their reasoning through explicit explanation developed by close reference to the text</p> <p>Identify and discuss themes/conventions in and across a wide range of writing with identification of viewpoint developed through close reference to the text</p> <p>Perform poems/playscripts for audience (using appropriate intonation, tone, volume to convey meaning)</p>



<p>their understanding of what is read to them</p> <p>Retrieve and record information from non-fiction</p> <p>Take turns in high-quality discussions about what they have heard/read</p>	<p>different ways</p> <p>Participate in discussions about texts, explaining their understanding</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher</p> <p>Take turns in high-quality discussions about what they have heard/read</p>	<p>questions to improve understanding of text</p> <p>Predict what might happen from details stated and implied</p> <p>Infer characters' feelings, thoughts and motives and justify using evidence</p> <p>Identify main ideas across paragraphs and summarise these</p> <p>Retrieve and record information from non-fiction</p>	<p>text Infer characters' feelings, thoughts and motives and justify using evidence</p> <p>Makes reasoned predictions of what might happen clearly derived from details both stated and implied.</p> <p>Identify main ideas across paragraphs and summarise these</p> <p>Independently retrieve and record information from nonfiction</p>	<p>poems/playscripts for audience (using appropriate intonation, tone, volume to convey meaning)</p> <p>Checking that the book makes sense to them, discuss and explore meanings of words in context</p> <p>Ask questions to improve understanding of text Infer characters' feelings, thoughts and motives and justify using evidence</p> <p>Predict what might happen from details stated and implied</p> <p>Summarise main ideas identifying key details</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Evaluate authors' use of figurative language</p> <p>Distinguish between fact and opinion</p> <p>Retrieve, record and present information from non-fiction books</p> <p>Discuss books, building on</p>	<p>Checking that the book makes sense to them, discuss and explore meanings of words in context</p> <p>Ask relevant and pertinent questions to improve understanding of text Infer characters' feelings, thoughts and motives and justify using evidence</p> <p>Predict what might happen from details stated and implied</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Evaluate authors' use of figurative language and consider effect on the reader</p> <p>Distinguish between fact and opinion</p> <p>Retrieve, record and present information effectively from non-fiction</p>
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The Willows Primary School

ENGLISH Curriculum



				others ideas and begin to challenge others' opinions Explain their understanding through discussions, formal presentations and debates	books Discuss books and courteously challenge others' opinions, providing reasoned justifications for their views Explain their understanding through detailed discussions, formal presentations and debates
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Spelling

Year 1

Here are some common exception words – words that are spelled without using the normal spelling rules – that children in England are expected to be able to spell by the end of Year 1 (age 6).

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

Year 2

Here are some common exception words – words that are spelled without using the normal spelling rules – that children in England are expected to be able to spell by the end of Year 2 (age 7).

door	everybody	improve
floor	even	sure
poor	great	sugar
because	break	eye
find	steak	could
kind	pretty	should
mind	beautiful	would
behind	after	who
child	fast	whole
children	last	any
wild	past	many
climb	father	clothes
most	class	busy
only	grass	people
both	pass	water
old	plant	again
cold	path	half
gold	bath	money
hold	hour	Mr
told	move	Mrs
every	prove	parents



Year 3/4

100 words that children in England are expected to be able to spell by the end of Year 4 (age 9). How many can you spell?

accident(ally)	disappear	interest	pressure
actual(ly)	early	island	probably
address	earth	knowledge	promise
answer	eight/eighth	learn	purpose
appear	enough	length	quarter
arrive	exercise	library	question
believe	experience	material	recent
bicycle	experiment	medicine	regular
breath	extreme	mention	reign
breathe	famous	minute	remember
build	favourite	natural	sentence
busy/business	February	naughty	separate
calendar	forward(s)	notice	special
caught	fruit	occasion(ally)	straight
centre	grammar	often	strange
century	group	opposite	strength
certain	guard	ordinary	suppose
circle	guide	particular	surprise
complete	heard	peculiar	therefore
consider	heart	perhaps	though/although
continue	height	popular	thought
decide	history	position	through
describe	imagine	possess(ion)	various
different	increase	possible	weight
difficult	important	potatoes	woman/women

Year 5/6

100 words that children in England are expected to be able to spell by the end of Year 6 (age 11). How many can you spell?

accommodate	correspond	identity	queue
accompany	criticise (critic + ise)	immediate(ly)	recognise
according	curiosity	individual	recommnd
achieve	definite	interfere	relevant
aggressive	desperate	interrupt	restaurant
amateur	determined	language	rhyme
ancient	develop	leisure	rhythm
apparent	dictionary	lightning	sacrifice
appreciate	disastrous	marvellous	secretary
attached	embarrass	mischievous	shoulder
available	environment	muscle	signature
average	equip (-ped, -ment)	necessary	sincere(ly)
awkward	especially	neighbour	soldier
bargain	exaggerate	nuisance	stomach
bruise	excellent	occupy	sufficient
category	existence	occur	suggest
cemetery	explanation	opportunity	symbol
committee	familiar	parliament	system
communicate	foreign	persuade	temperature
community	forty	physical	thorough
competition	frequently	prejudice	twelfth
conscience	government	privilege	variety
conscious	guarantee	profession	vegetable
controversy	harass	programme	vehicle
convenience	hindrance	pronunciation	yacht



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IMPACT

The successful approach to teaching English at the Willows ensures that all children are taught the essential knowledge in this core subject in a purposeful and progressive manner. High expectations, progress and rigour support sustained learning in all areas of English at the Willows. Children are expected to transfer their skills so that they develop into effective communicators who use their skills for a range of audiences. With the implementation of the writing journey being taught progressively across all phases of the school, children are becoming increasingly confident writers and by the time they are in Upper Key Stage 2, most genres of writing are familiar to them and the teaching can focus on creativity, writer's craft, sustained writing and the manipulation of grammar and punctuation skills.

Assessment is seen as an ongoing process which informs teachers planning. Termly, formal assessments recognise that most children at the Willows make at least the expected progress to meet, or exceed age-related expectations in all areas of Literacy and this assessment drives clear targets to support children to achieve their full potential.

English is recognised as an integral part of the curriculum and children at the Willows develop their English ability, transferring it into other subjects; this shows a consolidation of skills and a deeper understanding of how and when to use specific objectives. We hope that as children move on from the Willows to further their education and learning, that their creativity, passion for English and high aspirations travel with them and continue to grow and develop as they do.

Having developed a love of reading children at the Willows read for pleasure as well as use reading to fulfill a range of purposes.