



**Poppleton
Ousebank**
PRIMARY SCHOOL



ENGLISH CURRICULUM

English Overview

INTENT

By the end of their primary education, pupils at Poppleton Ousebank Primary School will be able to communicate, read and write fluently, with confidence, and in any subject. The strategies employed at POPS to teach Literacy are those based on research and linked to evidence based practice. Learning to read and write requires careful, deliberate and systematic sequencing of skills and knowledge to ensure that pupils' learning builds on what has gone before.

When first starting school, we focus on the basic skills of speaking and listening, the recognition of letters and the sounds that they make (phonics) and the gross and fine motor skills that will eventually enable a child to make marks with pens or pencils

Learning to read and the importance of phonics

At Poppleton Ousebank, we pride ourselves in our approach to teaching phonics.

Read Write Inc

At Poppleton Ousebank Primary School we use the Read Write Inc (RWI) programme to get children off to a flying start with their literacy. RWI is a method of learning centred round letter sounds and phonics, and we use it to aid children in their reading and writing.

Using RWI, the children learn to read effortlessly so that they can put all their energy into comprehending what they read. It also allows them to spell so that they can concentrate on writing sentences.

When using RWI to read the children will:

- learn 44 sounds and the corresponding letter/letter groups using simple picture prompts
- learn to read words using Fred Talk
- read lively stories featuring words they have learned to sound out
- show that they comprehend the stories by answering questions.

When using RWI to write the children will:

- learn to write the letters/letter groups which represent 44 sounds.
- learn to write words by saying the sounds in Fred Talk
- write simple sentences

Being a fluent reader opens up a host of opportunities to our children. The more a child reads, the more able they will be to read more challenging material and have a greater depth to their learning. [Families can find out more here.](#)

In Early Years and Key Stage 1, pupils learn to read and write at the same time, using the Read Write Inc approach. Children focus on their use of phonics, their ability to write a sentence that makes sense, using capital letters and full stops. As children become increasingly confident, they begin to add adjectives to increase the detail, use questions and conjunctions. This is modelled in the stories that they read and so becomes an exciting next step.

Our children experience reading each day and we systematically help them to become a better reader with a passion for language and an excitement of books. Once pupils can read accurately and fluently, they move on from the RWI programme and the related decodable books.

IMPLEMENTATION

Teaching Reading and Writing - KS1 and KS2

Pupils receive Literacy Instruction enabling them to develop broader knowledge and skills of the English Language. Through discussion and reflection of more complex texts, children extend their ability to comprehend as a reader, but also begin to identify the skills as a writer, enabling them to focus on the writing process and writing skills in both literacy lessons and also across the curriculum. Writing is a highly complex activity which requires clear and effective instruction to enable pupils the opportunity to not only learn the writing process, but also to apply a range of strategies to become a truly competent and independent writer.

It is the use of phrases, vocabulary, sentence structure, spelling, grammar and punctuation that enables a child to be a successful writer. We recognise that the best writers also have a strong subject knowledge and for this reason, reading and writing is woven through our entire curriculum. Children learn authorial intent, recognise it in stories, extracts and in turn, deploy it in their own work.

When teaching writing we:

- Explicitly teaching the writing processes (how to generate an idea, plan, draft, revise, edit, publish)
- Teachers teach a lesson daily and children are invited to apply the principles of this lesson to their writing
- Children are given time to write every day
- Writing projects have a purpose and audience
- Children are given time to read, share, think and talk about writing
- Children have the opportunity to pursue personal writing projects
- Teachers carry out 'pupil conferencing' to support pupils to further develop their writing

Reading for pleasure

Reading for Pleasure remains a whole school priority. Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002). Our Reading for Pleasure culture is 'lived' by all members of staff as well as being embedded into the school structures and routines. It is everyone's responsibility to promote and maintain enjoyment of reading.

Whole school story time takes place from **3:00 - 3:15pm every day**. During this time teachers read to the children. When reading aloud, we do not stop unnecessarily to ask clarification/comprehension questions. Instead, we allow the story to weave its own magic, only pausing occasionally where necessary to define any important vocabulary. In Key Stage 1 teachers may read to children at other points during the day.

We encourage reading at home and support parents to understand how to read to/with their children. Teachers promote reading for pleasure through making recommendations. Scrap Books allow children to share their favourite books and include both fiction and non-fiction recommendations. Book corners are well used, with a mixture of decodable books (linked to their phonics) and also high quality texts that children are able to borrow and share with their family. All children have access to the class library and to the local library.

EYFS

Literacy (English) in the early years includes talking about books, print in the environment, early mark making and writing, as well as sharing books and reading. To develop children's confidence, we provide a range of situations for children to express themselves and to speak and listen. Children begin to learn the link between letters and sounds, and this is the start of their reading and writing journey. We support this with a range of reading materials – books, poems etc, to ignite their interest in the written and spoken word.

English is not developed as a single lesson, but throughout all lessons and areas of learning where children quickly begin to make links to connect their understanding.

Year 1

Reading – word reading

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

Reading - comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known

Understand both the books they can already read accurately and fluently and those they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far

Participate in discussion about what is read to them, taking turns and listening to what others say
Explain clearly their understanding of what is read to them.

Writing - transcription

Spelling (see English Appendix 1)

Spell:

- words containing each of the 40+ phonemes already taught
- common exception words
- the days of the week

Name the letters of the alphabet:

- naming the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound

Add prefixes and suffixes:

- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- using the prefix un–
- using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]

Apply simple spelling rules and guidance, as listed in **English Appendix 1**

Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Handwriting

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0–9
- understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these

Writing - composition

Write sentences by:

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense

Discuss what they have written with the teacher or other pupils

Read aloud their writing clearly enough to be heard by their peers and the teacher.

Writing – vocabulary, grammar and punctuation

Develop their understanding of the concepts set out in English Appendix 2 by:

- leaving spaces between words
- joining words and joining clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’
- learning the grammar for year 1 in English Appendix 2

Use the grammatical terminology in English Appendix 2 in discussing their writing.

Year 2

Reading – word reading

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.

Reading - comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

Understand both the books that they can already read accurately and fluently and those that they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far

Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say

Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Writing - transcription

Spelling (see English Appendix 1)

Spell by:

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learning to spell common exception words learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- apply spelling rules and guidance, as listed in English Appendix 1
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Handwriting

- form lower-case letters of the correct size relative to one another
- 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
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

Writing - composition

Develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry
- writing for different purposes

Consider what they are going to write before beginning by:

- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence

Make simple additions, revisions and corrections to their own writing by:

- evaluating their writing with the teacher and other pupils
- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear.

Writing – vocabulary, grammar and punctuation

Develop their understanding of the concepts set out in English Appendix 2 by:

- learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

Learn how to use:

- sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- the grammar for year 2 in English Appendix 2
- some features of written Standard English

Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

During Key Stage 1:

Pupils should develop the ability to sound out and blend words using the phonic knowledge and skills from the Foundation Stage. They should also be able to read common exception words. They should be able to re-tell some familiar stories and listen to and discuss a wide range of stories, poems, plays and information books. In writing, pupils should move from writing individual word to being able to compose individual sentences that have capital letters, full stops and that make sense. They should form letters correctly, eventually progressing to joined formation. They should begin to spell words using their phonics and progress to being able to understand some of the variations in spelling, such as silent letters.

Year 3 and Year 4

Reading – word reading

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Reading - comprehension

Develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books

Understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning

Retrieve and record information from non-fiction

Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Writing - transcription

- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Handwriting

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, 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].

Writing - composition

- Plan their writing by:
 - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
 - discussing and recording ideas
- Draft and write by:
 - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
 - organising paragraphs around a theme
 - in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

Proof-read for spelling and punctuation errors

Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Writing – vocabulary, grammar and punctuation

Develop their understanding of the concepts set out in English Appendix 2 by:

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the grammar for years 3 and 4 in English Appendix 2

Indicate grammatical and other features by:

- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech

Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

During Lower Key Stage 2

Pupils should be able to read age appropriate books accurately and at a speed sufficient for them to be able to comprehend. They should begin to develop their vocabulary and their knowledge and skills in reading non-fiction about a wide range of topics. They should be able to discuss vocabulary, retrieve information and predict what might happen next. They should also, through a range of film and images, begin to understand how to make inferences. They should be able to summarise enough to be able to tell a story in a series of events. They should become enthusiastic readers who find enjoyment in reading stories, poetry, plays and non-fiction.

In writing, pupils should be able to write for a range of audiences and purposes. They should draft, edit and present their writing neatly. Guided by the teacher, pupils should be able to check the accuracy of their work and begin to enhance it. Their written work should be a developing accuracy in grammar, punctuation and spelling. They should begin to understand how writing is different to speech. They should also be able to begin to improve their sentence construction so that it becomes more varied. Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say

Year 5 and Year 6

Reading – word reading

Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

Reading - comprehension

Maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Distinguish between statements of fact and opinion

Retrieve, record and present information from non-fiction

Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously

Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

Provide reasoned justifications for their views.

Writing - transcription

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

Handwriting and presentation

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
- choosing the writing implement that is best suited for a task.

Writing – composition

Plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors

Perform own compositions, using appropriate intonation, volume, and movement so meaning is clear.

Writing – vocabulary, grammar and punctuation

Develop their understanding of the concepts set out in English Appendix 2 by:

- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- learning the grammar for years 5 and 6 in English Appendix 2

Indicate grammatical and other features by:

- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semi-colons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

During Upper Key Stage 2:

Pupils should be able to read words effortlessly and be able to work out how to pronounce unfamiliar words with increasing automaticity. They should be able to use intonation, when reading, to show their understanding. They should be able to work out the meaning of unfamiliar words, retrieve information and summarise. They should also be able to offer their own viewpoint and justify this with evidence from the text. They should be able to make comparisons across a paragraph and then whole books.

In writing, pupils should be able to spell words that they have not yet been taught, using what they have learnt about how spelling works in English. Their writing should be increasingly grammatically correct. They should learn how to use higher level punctuation, such as the use of a dash or semi colon. They should be taught to understand the nuances in vocabulary choice and use this knowledge to improve their own writing. They should have a secure control over the sentence structures they use and understand the effect their writing has on the reader.