

The Nethersole CofE Academy

English Curriculum

Jesus said, 'You're here to be light, bringing out the God-colours in the world.' Matthew 5:16
(The Message)



The Nethersole
C of E Academy and Nursery



The Nethersole CofE Academy Vision and Values

‘Let Your Light Shine’

Our Christian Vision for everyone to be unique shining lights in God’s world is illuminated by our biblically based **Christian Values** that we learn to radiate in our daily lives - in our attitudes, relationships, behaviour, choices and decisions.

Hope



Community



Dignity and Respect



Forgiveness



Wisdom



Thankfulness



Intent

Our curriculum intent at The Nethersole CofE Academy is to provide a broad, exciting, and challenging curriculum of the highest quality for the children in our care; encouraging, motivating and ensuring all children develop a love of learning, to achieve their full potential.

Implementation

Our curriculum will be implemented through knowledge-led experiences, enabling the children to increase their knowledge, learn and master new skills and therefore, deepen their understanding in a wide range of subjects.

Impact

The impact of this broad, exciting, and challenging curriculum is to inspire and motivate the young people in our care to become lifelong learners. We also provide a Christian community to enable all to value faith. All pupils are encouraged to be proud of their own culture, religion and language and show respect to those of others.

To be light (living in our community and reaching out beyond it) bringing out the God-colours in the world.’

*Jesus said, ‘You’re here to be light, bringing out the God-colours in the world.’ **Matthew 5:16***

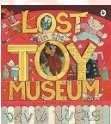


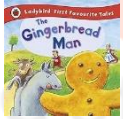
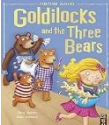


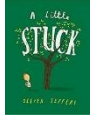
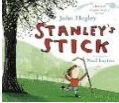
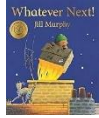

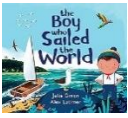
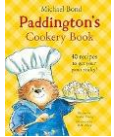
Our Vision






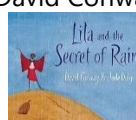

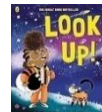
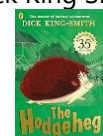
The Nethersole Church of England Academy Primary School and Nursery has a Christian foundation that inspires its life and work. Following the teaching of Jesus, we accept the challenge - ‘to be light [living in our community and reaching out beyond it], bringing out the God-colours in the world.’ **Matthew 5:16**


At the heart of our school is the belief that everyone is a child of God, fearfully and wonderfully made in his image. Our work therefore is to nurture and love every individual, child and adult, to find and develop their gifts, overcoming barriers and growing in confidence to **flourish** - to let their light shine as the very best God version of themselves. Effective teaching and learning underpin this. We wish to inspire everyone to take responsibility for creation, civilisation, and the well-being of each of other, embracing and treasuring our differences.



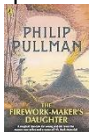

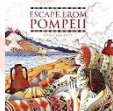



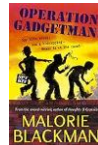
Our Christ led vision is for a world of justice, respect, and love, and of people who are not afraid to love and sacrifice themselves for others. Our inspiration is Jesus, who loves us in sacrifice, forgives us and reminds us that we each have something special to do to bring out the God colours of the world. We believe that there is a space for everyone to shine brightly and differently and that this adds to the richness of our school family, our community and the wider world.


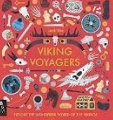
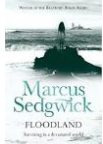
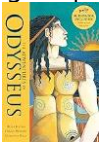
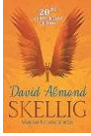
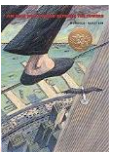
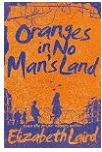
English (Writing) Long Term Plan

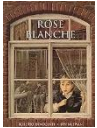
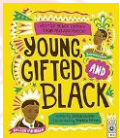
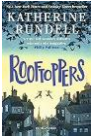

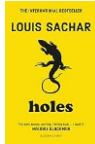

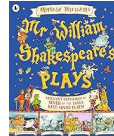
| Year 1 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-------------------------|--|--|--|---|---|--|
| Core Texts | Modern Fiction <i>That Rabbit belongs to</i> Emily Brown Cressida Cowell  <i>Lost in the Toy Museum</i> David Lucas  <i>Toys in Space</i> Mini Grey  | Traditional Tales <i>The Three Little Pigs</i> Ladybird  <i>The Gingerbread Man</i> Ladybird  <i>Goldilocks & the Three Bears</i> Mara Alperin  | Classic Fiction <i>The Tiger who came to Tea</i> Judith Kerr  Non-Fiction <i>The Big Book of Beasts</i> Yuval Zommer  | Modern Fiction <i>A Little Stuck</i> Oliver Jeffers  <i>Stanley's Stick</i> John Hegley  | Classic Fiction <i>Whatever Next!</i> Jill Murphy  Non-Fiction <i>Look Inside – Space</i> Usborne  | Modern Fiction <i>The Boy who Sailed the World</i> Julia Green  Non-Fiction <i>Paddington's Cookery Book</i> Michael Bond  |
| Writing Outcomes | | | | | Writing to Narrate★ New adventure for Baby Bear | Writing to Describe★ Setting description – the island |
| | | | | | Writing to Inform★ | Writing to Instruct★ |

| | | | | | | |
|-------------------------|---|---|---|--|---|---|
| | | | | | Simple non-chronological report about space | Simple recipe |
| Year 2 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Core Texts | Traditional Tales <i>Little Red</i> Bethan Woollvin  Non-Fiction <i>Wolves</i> James MacLaine  | Classic Fiction <i>Where the Wild Things Are</i> Maurice Sendak  Modern Fiction <i>The Bog Baby</i> Jeanne Willis  | Modern Fiction <i>Coming to England</i> Floella Benjamin  Non-Fiction <i>Big Picture Book of London</i> Rob Lloyd Jones  | Modern Fiction <i>Lila and the Secret of Rain</i> David Conway  Traditional Tales <i>Pattan's Pumpkin</i> Chitra Soundar  | Modern Fiction <i>Look Up!</i> Nathan Byron  <i>Man on the Moon</i> Simon Bartram  | Classic Fiction <i>The Hodgeheg</i> Dick King Smith  |
| Writing Outcomes | Writing to Narrate Write story in own words | Writing to Describe Character description - a 'wild thing' | Writing to Recount: Diary* Diary in role as Floella | Writing to Describe Setting description - Lila's village | Writing to Recount: Diary Diary in role as Rocket | Writing to Narrate New chapter – adventure story |
| | Writing to Inform Simple non-chronological report about wolves | Writing to Instruct Instructions for own bog baby | Writing to Inform Non-chronological report about Buckingham Palace | Writing to Narrate Write story in own words | Writing to Describe Character description - Bob | Writing to Instruct Instructions for crossing the road |

| Year 3 & Year 4 CYCLE A | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------------------|---|--|--|--|--|---|
| Core Texts | Modern Fiction <i>Leon & the Place Between *</i> Angela McAllister  <i>Greta & the Giants*</i> Zoe Tucker  | Modern Fiction <i>The Boy at the Back of the Class</i> Onjali Rauf  | Classic Fiction <i>The Lion, the Witch & the Wardrobe</i> CS Lewis  | Classic Fiction <i>The Great Kapok Tree</i> Lynne Cherry  Non-Fiction <i>Up in the Canopy</i> James Aldred  | Traditional Tales <i>Aesop's Fables</i> Michael Morpurgo  Non-Fiction <i>Cooking Step by Step</i> Denise Smart  | Classic Fiction <i>Charlotte's Web</i> EB White  |
| Writing Outcomes | Writing to Describe Setting description – the place between | Writing to Narrate Rewrite section in role as character – 1 st person | Writing to Describe Character description e.g. Mr Tumnus, White Witch | Writing to Recount: Diary Diary in role as the woodcutter | Writing to Narrate Write fable in own words | Writing to Describe Character description e.g. Wilbur, Charlotte |
| | Writing to Persuade* Persuasive letter | Writing to Inform Non-chronological report about London | Writing to Narrate Adventure story 'through the wardrobe' | Writing to Inform Non-chronological report linked to rainforest | Writing to Instruct Recipe | Writing to Recount: Journalistic* Journalistic recount of the events at the fair |

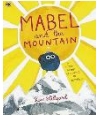

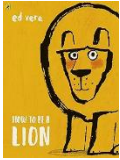
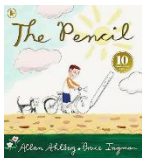
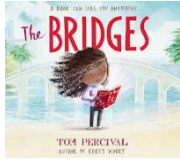
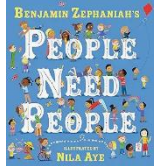
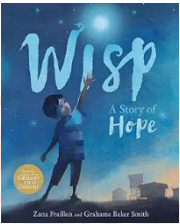
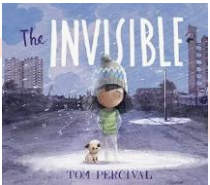
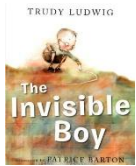

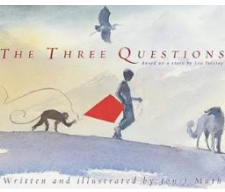
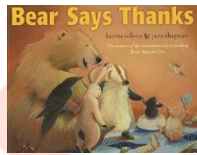

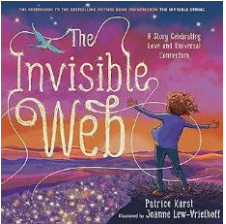
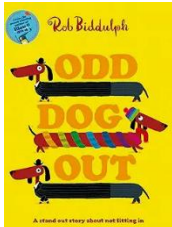
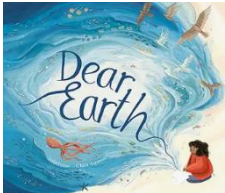

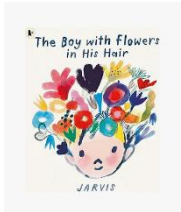
| Year 3 & Year 4 CYCLE B | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------------------|--|---|--|--|--|--|
| Core Texts | Traditional Tales <i>Hansel & Gretel</i> Antony Browne  Modern Fiction <i>Stone Age Boy</i> * Satoshi Kitamura  | Classic Fiction <i>The Firework Maker's Daughter</i> Philip Pullman  | Non-Fiction <i>Roman Soldiers' Handbook</i> Lesley Sims  Modern Fiction <i>Escape from Pompeii</i> * Christina Balit  | Classic Fiction <i>The Iron Man</i> Ted Hughes  | Classic Fiction <i>The Selfish Giant</i> * Oscar Wilde  Non-Fiction <i>There are Birds Everywhere</i> Camilla de la Bedoyere  | Modern Fiction <i>Operation Gadgetman</i> Malorie Blackman  |
| Writing Outcomes | Writing to Describe Setting description – the forest | Writing to Recount: Diary Diary in role as Lila | Writing to Inform Non-chronological report linked to Romans | Writing to Describe Character description e.g. The Iron Man | Writing to Narrate Write story in own words | Writing to Describe Character description e.g. Beans |
| | Writing to Instruct Instructions linked to Stone Age e.g. fire, recipe | Writing to Narrate Adventure story on the journey to Mount Merapi | Writing to Narrate Rewrite section in role as character – 1 st person | Writing to Recount: Journalistic* Journalistic recount of the events with the space bat | Writing to Inform Non-chronological report about British birds | Writing to Persuade* Persuasive leaflet – the spy kit |

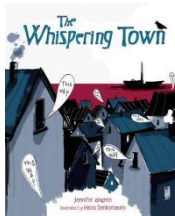
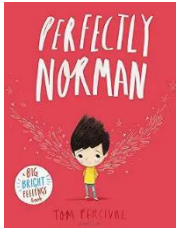
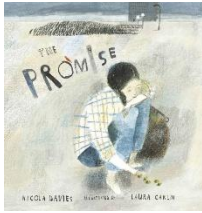
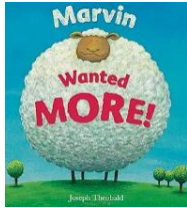
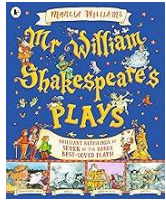
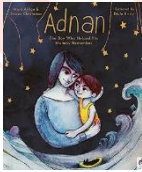
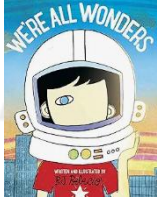
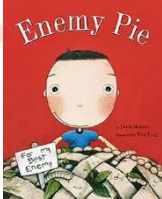
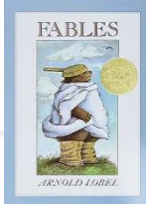
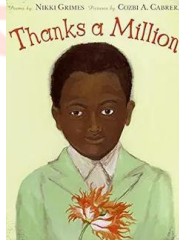
| Year 5 & Year 6 CYCLE A | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------------------|---|--|---|---|--|--|
| Core Texts | Modern Fiction <i>Arthur & the Golden Rope</i> * Joe Todd Stanton  Non-Fiction <i>Viking Voyagers</i> Jack Tite  | Classic Fiction <i>Floodland</i> Marcus Sedgwick  | Traditional Tales <i>Adventures of Odysseus</i> Hugh Lupton  | Classic Fiction <i>Skellig</i> David Almond  | Visual Literacy ** Film Classic Fiction <i>The Man who walked between the Towers</i> * Mordicai Gerstein  | Modern Fiction <i>Oranges in No-Man's Land</i> Elizabeth Laird  |
| Writing Outcomes | Writing to Persuade Persuasive Letter to Thor | Writing to Narrate 1 st -person retell of a section of the story | Writing to Narrate Adventure story – new chapter | Writing to Recount: Diary Diary in role as a key character e.g. Michael | Writing to Narrate: Film* Film narrative | Writing to Describe: Setting Setting Description e.g. no-man's land |
| | Writing to Inform Non-chronological report about the Vikings | Writing to Describe: Character Character Description e.g. Dooby | Writing to Inform Non-chronological report about the Ancient Greeks | Writing to Narrate: Dialogue* Dialogue between characters at key moment in the story | Writing to Recount: Journalistic Journalistic recount of the event | Writing to Present Arguments* Balanced argument – Should Ayesha cross no-man's land to get the medicine? |

| Year 5 & Year 6 CYCLE B | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------------------|---|---|--|---|---|---|
| Core Texts | Classic Fiction <i>Rose Blanche</i> * Ian McEwen  Non-Fiction <i>Young, Gifted and Black</i> Jamia Wilson  | Modern Fiction <i>Rooftoppers</i> Katherine Rundell  | Classic Fiction <i>Street Child</i> Berlie Doherty  | Classic Fiction <i>Holes</i> Louis Sachar  | Visual Literacy ** Film Modern Fiction <i>The Island</i> * Armin Greder  | Traditional Tales <i>Romeo & Juliet</i> Marcia Williams  |
| Writing Outcomes | Writing to Recount: Diary Diary in role as a key character e.g. Rose | Writing to Narrate 1 st -person retell of a section of the story | Writing to Narrate: Dialogue* Dialogue between characters at key moment in the story | Writing to Narrate Adventure story – new chapter | Writing to Narrate: Film* Film narrative | Writing to Describe: Character Character Description e.g. Romeo, Juliet |
| | Writing to Inform Non-chronological report about significant individuals | Writing to Describe: Setting Setting Description e.g. view over Paris | Writing to Inform Non-chronological report e.g. the workhouse / the Industrial Revolution | Writing to Persuade Persuasive Leaflet about Camp Green Lake | Writing to Recount: Journalistic Journalistic recount of the event | Writing to Present Arguments* Balanced argument – Should Mercutio be blamed for Romeo's death? |

Values Day Texts

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-----------|---|--|---|--|--|--|
| Value |  |  |  |  |  |  |
| EYFS R | <p><i>The Oak Tree</i> by Julia Donaldson</p>  | <p><i>The Blue Umbrella</i> by Emily Davison</p>  | <p><i>Giraffes Can't Dance</i> by Giles Andreae</p>  | <p><i>I'm Sorry</i> by Barry Timms</p>  | <p><i>The Koala Who Could</i> by Rachel Bright</p>  | <p><i>The Gratitude Jar</i> By Katrina Liu</p>  |
| 1/2 A | <p><i>The Garden of Hope</i> by Isabel Otter</p>  | <p><i>Our Tree</i> By Jessica Merserve</p>  | <p><i>All Are Welcome</i> by Alexandra Penfold</p>  | <p><i>The Angry Bee</i> by Jared Austin</p>  | <p><i>The Lion Inside</i> by Rachel Bright</p>  | <p><i>Thank you, Omu!</i> By Oge Mora</p>  |

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|----------|--|--|--|--|--|--|
| 1/2 B | <p><i>Mabel and the Mountain</i> by Kim Hillyard</p>  | <p><i>Here We Are</i> by Oliver Jeffers</p>  | <p><i>How to be a Lion</i> by Ed Vere</p>  | <p><i>The Pencil</i> by Allan Ahlberg</p>  | <p><i>The Bridges</i> by Tom Percival</p>  | <p><i>People Need People</i> by Benjamin Zephaniah</p>  |
| 3/4 A | <p><i>Wisp</i> by Zana Fraillon</p>  | <p><i>The Invisible</i> by Tom Percival</p>  | <p><i>The Invisible Boy</i> by Trudy Ludwig</p>  | <p><i>The Only Way is Badger</i> by Stella Jones</p>  | <p><i>The Three Questions</i> by John Muth</p>  | <p><i>Bear Says Thanks</i> by Karma Wilson</p>  |
| 3/4 B | <p><i>Stickman</i> by Julia Donaldson</p>  | <p><i>The Invisible Web</i> by Patrice Karst</p>  | <p><i>Odd Dog Out</i> by Rob Biddulph</p>  | <p><i>Dear Earth</i> by Isabel Otter</p>  | <p><i>After The Fall</i> by Dan Santat</p>  | <p><i>The Boy With Flowers in His Hair</i> by Jarvis</p>  |

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| <p>5/6 A</p> | <p><i>The Tin Forest</i> By Helen Ward</p>  | <p><i>The Whispering Town</i> By Jennifer Elvgren</p>  | <p><i>Perfectly Norman</i> by Tom Percival</p>  | <p><i>The Promise</i> By Nicola Davies</p>  | <p><i>Marvin Wanted More</i> by Joseph Theobald</p>  | <p><i>Mr William Shakespeare's Plays- A Winter's Tale</i> by Marcia Williams</p>  |
| <p>5/6 B</p> | <p><i>Adnan: The Boy Who Helped His Mummy Remember</i> by Mark Arrigo</p>  | <p><i>Last Stop on Market Street</i> by Matt de la Pena</p>  | <p><i>We're All Wonders</i> by R.J. Palacio</p>  | <p><i>Enemy Pie</i> by Derek Munson</p>  | <p><i>Fables</i> by Arnold Lobel</p>  | <p><i>Thanks a Million</i> by Nikki Grimes</p>  |

Definitions

What is English?

EYFS Definition – Literacy in the Early Years is about giving children the foundations they need to become confident communicators, readers, and writers. It involves developing spoken language, enjoying and understanding stories, recognising print, and beginning to use marks, symbols, and early writing to express meaning. Through rich experiences with books, talk, and play, children build the essential skills that support lifelong literacy learning.

KS1 Definition - English in Key Stage 1 focuses on building the strong foundations children need to become confident readers, writers, speakers, and listeners. Through systematic teaching of phonics, rich language experiences, and purposeful opportunities to communicate, children develop the essential skills that underpin all future learning.

KS2 Definition - English in Key Stage 2 develops pupils' confidence and independence as readers, writers, speakers, and listeners. Building on the strong foundations established in KS1, children deepen their understanding of language, engage with a wider range of texts, and learn to communicate with increasing accuracy, fluency, and purpose. Through rich reading experiences, structured writing opportunities, and meaningful talk, pupils gain the skills they need to express ideas clearly and understand the world around them.

English overview adapted from the NC Purpose & Aims

Whilst studying English in KS1 and KS2, children will:

English Threads / Key Concepts -

Reading

Early Years Foundation Stage

Literacy Educational programme-Reading

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

National Curriculum – Aims and Purpose

English has a pre-eminent place in education and in society. 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; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

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 language, 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 2 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 (ie 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 they live in, 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.

English Reading Curriculum

| Nursery | | |
|---------|---|--|
| | Word Reading | Comprehension |
| | <ul style="list-style-type: none"> Shows interest in illustrations and words in print and digital books and words in the environment. Recognises familiar words and signs such as own name, advertising logos and screen icons. Knows that print carries meaning and, in English, is read from left to right. Begins to develop phonological and phonemic awareness. Hears and says the initial sound in words. <p><i>Birth to 5 Matters Range 5</i></p> | <ul style="list-style-type: none"> Listen to and joins in with stories and poems, when reading one-to-one and in small groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Begins to be aware of the way stories are structured, and to tell their own stories. Talks about events and principal characters in stories and suggests how the story may end. |

| Reception | | |
|-----------|---|--|
| | Word Reading | Comprehension |
| | <ul style="list-style-type: none"> • Begins to recognise some written names of peers, siblings or “Mummy” or “Daddy” for example. • Hears and says the initial sounds in words. • Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them. • Starts to link sounds to letters, naming and sounding the letters of the alphabet. • Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee. • Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences. <p><i>Birth to 5 Matters Range 6</i></p> | <ul style="list-style-type: none"> • Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words and their knowledge of language structure, subject knowledge and illustrations to interpret the text. • Able to follow a story without pictures or prompts. • Understands questions such as who; why; when; where and why. • Describes main story settings, events and principal characters in increasing detail. • Re-enacts and reinvents stories they have heard in their play. • Knows that information can be retrieved from books, computers and mobile digital devices. • Is able to recall and discuss stories or information that has been read to them, or they have read to themselves. |
| | ELG- Word Reading <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound blending. | ELG- Comprehension <ul style="list-style-type: none"> • Demonstrate 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. |

- | | |
|--|---|
| <ul style="list-style-type: none">• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words | <ul style="list-style-type: none">• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. |
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The Nethersole
C of E Academy and Nursery

Year 1

| Word Reading | Comprehension |
|--|---|
| <ul style="list-style-type: none"> 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 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 books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. Reread these books to build up their fluency and confidence in word reading Apply phonic knowledge and skills as the route to decode words Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) | <ul style="list-style-type: none"> Link what they read or hear to their own experiences Become familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Recognise and join in with predictable phrases Discuss word meanings, linking new meanings to those already known Learning to appreciate rhymes and poems, and to recite some by heart Draw on what they already know or on background information and vocabulary provided by the teacher Check the text makes sense to them as they read, and correcting inaccurate reading Discuss the significance of the title and events Explain clearly their understanding of what is read to them Make inferences on the basis of what is being said and done Predict 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 Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Explain clearly their understanding of what is read to them |

| Year 2 | |
|--|--|
| Word Reading | Comprehension |
| <ul style="list-style-type: none"> Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes Read accurately words of two or more syllables that contain the same graphemes as above Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Read words containing common suffixes Reread these books to build up their fluency and confidence in word reading | <ul style="list-style-type: none"> Listen to, discuss and express views about a wide range of fiction and non-fiction at a level beyond that at which they can read independently Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales Recognise simple recurring literary language in stories and poetry 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 Being introduced to non-fiction books that are structured in different ways Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear Discuss and clarifying the meanings of words, linking new meanings to known vocabulary Discuss their favourite words and phrases Recognising simple recurring literary language in stories and poetry Understand both the books that they can already read accurately and fluently and those that they listen to Check that the text makes sense to them as they read, and correcting inaccurate reading Draw on what they already know or on background information and vocabulary provided by the teacher Answering and asking questions Make inferences on the basis of what is being said and done Predict what might happen on the basis of what has been read so far |

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| | | <ul style="list-style-type: none"> • 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 |
| | Year 3 | |
| | Word Reading | Comprehension |
| | <ul style="list-style-type: none"> • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word • Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet | <ul style="list-style-type: none"> • Recognise some different forms of poetry • 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 • Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • Use dictionaries to check the meaning of words that they have read • Discuss words and phrases that capture the reader's interest and imagination • Check that the text makes sense to them explaining the meaning of words in context • Retrieve and record information from non-fiction • Check that the text makes sense to them, discussing their understanding. • Asking questions to improve their understanding of a text • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence |

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|--|---|--|
| | | <ul style="list-style-type: none"> • Predict what might happen from details stated and implied • Identify main ideas drawn from more than 1 paragraph and summarising these • Identify how language, structure, and presentation contribute to meaning • Participate in discussion about books that are read to them and those they can read for themselves, taking turns and listening to what others say • Identify themes and conventions in a wide range of books |
| | Year 4 | |
| | Word Reading | Comprehension |
| | <ul style="list-style-type: none"> • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word • Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet | <ul style="list-style-type: none"> • Recognise some different forms of poetry • 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 • Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • Use dictionaries to check the meaning of words that they have read |

| | | |
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| | | <ul style="list-style-type: none"> • Discuss words and phrases that capture the reader's interest and imagination • Check that the text makes sense to them explaining the meaning of words in context • Retrieve and record information from non-fiction • Check that the text makes sense to them, discussing their understanding. • Asking questions to improve their understanding of a text • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predict what might happen from details stated and implied • Identify main ideas drawn from more than 1 paragraph and summarising these • Identify how language, structure, and presentation contribute to meaning • Participate in discussion about books that are read to them and those they can read for themselves, taking turns and listening to what others say • Identify themes and conventions in a wide range of books |
| | Year 5 | |
| | Word Reading | Comprehension |
| | <ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes (morphology and | <ul style="list-style-type: none"> • Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks |

etymology), both to read aloud and to understand the meaning of new words that they meet

- Read books that are structured in different ways and reading for a range of purposes
- Recommend books that they have read to their peers, giving reasons for their choices
- 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
- Learn a wider range of poetry by heart
- Prepare 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
- Check a book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Retrieve, record and present information from non-fiction
- Asking questions to improve their understanding
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Predict what might happen from details stated and implied
- Summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
- Identify how language, structure and presentation contribute to meaning
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- 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
- Identify and Discuss themes and conventions in and across a wide range of writing
- Making comparisons within and across books

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| | | <ul style="list-style-type: none"> Distinguish between statements of fact and opinion Provide reasoned justifications for their views |
| | Year 6 | |
| | Word Reading | Comprehension |
| | <ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet | <ul style="list-style-type: none"> Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Read books that are structured in different ways and reading for a range of purposes Recommend books that they have read to their peers, giving reasons for their choices 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 Learn a wider range of poetry by heart Prepare 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 Check a book makes sense to them, discussing their understanding and exploring the meaning of words in context Retrieve, record and present information from non-fiction Asking questions to improve their understanding Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Predict what might happen from details stated and implied Summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas |

- Identify how language, structure and presentation contribute to meaning
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- 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
- Identify and Discuss themes and conventions in and across a wide range of writing
- Making comparisons within and across books
- Distinguish between statements of fact and opinion
- Provide reasoned justifications for their views

Writing

EYFS Educational Programmes-Writing

Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

National Curriculum-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 programme 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.

National Curriculum – Aims and Purpose

English has a pre-eminent place in education and in society. 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; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

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 language, 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.

Spelling, vocabulary, grammar, punctuation and glossary

The two statutory appendices – on spelling and on vocabulary, grammar and punctuation – give an overview of the specific features that should be included in teaching the programmes of study. 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. A non-statutory Glossary is provided for teachers. Throughout the programmes of study, teachers should 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.



The Nethersole

C of E Academy and Nursery

English Writing Curriculum

Nursery

Writing

2-year-olds

- Distinguishes between the different marks they make
- Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology

Birth to Five Matters (Range 4)

3–4-year-olds

- Makes up stories, play scenarios, and drawings in response to experiences, such as outings
- Sometimes gives meaning to their drawings and paintings
- Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves
- Includes mark making and early writing in their play
- Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right
- Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes
- Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words
- Begins to make letter-type shapes to represent the initial sound of their name and other familiar words

Birth to Five Matters (Range 5)

Reception

Writing

- Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats
- Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology
- Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together
- Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name
- Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences

Birth to Five Matters (Range 6)

Writing ELG

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed
- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by others

| Year 1 | |
|--|---|
| Transcription | Composition |
| <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • spell: <ul style="list-style-type: none"> - words containing each of the 40+ phonemes already taught - common exception words - the days of the week • name the letters of the alphabet: <ul style="list-style-type: none"> - naming the letters of the alphabet in order - using letter names to distinguish between alternative spellings of the same sound • add prefixes and suffixes: <ul style="list-style-type: none"> - 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 | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • write sentences by: <ul style="list-style-type: none"> - 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 |

| | | |
|--|---|---|
| | <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. | |
| | Year 2 | |
| | <p>Transcription</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • spell by: <ul style="list-style-type: none"> - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly - learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones - learning to spell common exception words - learning to spell more words with contracted forms - learning the possessive apostrophe (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 | <p>Composition</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - evaluating their writing with the teacher and other pupils - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] |

| | | |
|--|--|---|
| | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> - read aloud what they have written with appropriate intonation to make the meaning clear. |
| | Year 3 and Year 4 | |
| | Transcription <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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) | Composition <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • plan their writing by: <ul style="list-style-type: none"> - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas • draft and write by: |

- | | | |
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| | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (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: <ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing and suggesting improvements - proposing changes to grammar and vocabulary to improve consistency, 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. |
|--|---|--|

| Year 5 and Year 6 | |
|---|---|
| Transcription | Composition |
| <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • plan their writing by: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - précising longer passages - using a wide range of devices to build cohesion within and across paragraphs - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] • evaluate and edit by: <ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensuring the consistent and correct use of tense throughout a piece of writing - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proof-read for spelling and punctuation errors |