

English Curriculum 2015-16

Year group	Reading	Writing	Grammar	Pear Tree	Genres	Hearts and Soul links
R	<p>Early Learning Goal Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>	<p>Early Learning Goal Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p>Speaking Early Learning Goal Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>	<p>Nursery rhymes and poetry Fairy stories, central to termly theme linked to role-play, outdoor learning etc. Emergent writing on a daily basis- collection of concertina books, etc in writing area. Writing area with variety of paper and pen etc. Development of fine motor skills daily through range of activities Joined handwriting taught / linked to letters & sounds Making of their own books e.g. 'I can ...' Learning to talk about their reading Individual reading twice a week Guided reading once a week Mystery reader / staff swap</p>	<p>Nursery rhymes and fairy tales. Mod, traditional stories, Each Peach Pear Plum, Texts from different cultures.</p>	<p>Using social skills in different contexts Appreciating wide range of cultural influences Reflection on their beliefs and spirituality Love of reading Use of imagination and creativity</p>
1	<ul style="list-style-type: none"> ·Match graphemes for all phonemes ·Read accurately by blending sounds ·Read words with very common suffixes ·Read contractions & understand purpose Read phonics books aloud Link reading to own experiences Join in with predictable phrases Discuss significance of title & events 	<ul style="list-style-type: none"> Name letters of the alphabet ·Spell very common 'exception' words ·Spell days of the week ·Use very common prefixes & suffixes ·Form lower case letters correctly ·Form capital letters & digits ·Compose sentences orally before writing ·Read own writing to peers or teachers 	<ul style="list-style-type: none"> ·Leave spaces between words ·Begin to use basic punctuation: . ? ! ·Use capital letters for proper nouns. ·Use common plural & verb suffixes Speaking & Listening ·Listen & respond appropriately ·Ask relevant questions ·Maintain attention & participate 	<p>Books central to theme. Writing opportunities daily Cross curricular writing, writing from experience. Class magpie books. Role play, opportunities for writing. Celebrate writing in the classroom. Individual reading twice a week. Guided reading once a week. Join Nantwich Library. Daily handwriting. Drama used for writing. Learning and applying spelling rules. Key vocabulary displayed.</p>	<p>Traditional stories and fairy tales, poems, plays and modern classics. Chapter books as class reader e.g. Fantastic Mr. Fox</p>	<p>Using social skills in different contexts Appreciating wide range of cultural influences Reflection on their beliefs and spirituality Love of reading Use of imagination and creativity</p>

	Make simple predictions					
2	<p>Develop phonics until decoding secure</p> <ul style="list-style-type: none"> ·Read common suffixes ·Read & re-read phonic-appropriate books ·Read common 'exception' words ·Discuss & express views about fiction, non-fiction & poetry ·Become familiar with & retell stories ·Ask & answer questions; make predictions ·Begin to make inferences 	<p>Spell by segmenting into phonemes</p> <ul style="list-style-type: none"> ·Learn to spell common 'exception' words ·Spell using common suffixes, etc. ·Use appropriate size letters & spaces ·Develop positive attitude & stamina for writing ·Begin to plan ideas for writing ·Record ideas sentence-by-sentence ·Make simple additions & changes after proof-reading 	<p>Use . ! ? , and '</p> <ul style="list-style-type: none"> ·Use simple conjunctions ·Begin to expand noun phrases ·Use some features of standard English <p>Speaking & Listening</p> <ul style="list-style-type: none"> ·Articulate & Justify answers ·Initiate & respond to comments ·Use spoken language to develop understanding 	<p>Books central to theme. Writing workshop approach Comprehension – teaching them how to respond Role-play linked to writing Daily handwriting Weekly spelling activities Letters and Sounds where appropriate Key vocabulary – displayed and referred to Writing celebrated in displays and learning journals Magpie book for class Cross-curricular link with writing Reading – individual once a week and guided</p>	<p>Range of Genres including poetry/plays. Stories from different cultures, myths and legends, folk stories</p>	<p>Sense of enjoyment in learning about others and World around them Appreciation on the view points of different authors</p>
3	<p>Use knowledge to read 'exception' words</p> <ul style="list-style-type: none"> ·Read range of fiction & non-fiction ·Use dictionaries to check meaning ·Prepare poems & plays to perform ·Check own understanding of reading ·Draw inferences & 	<p>Use prefixes & suffixes in spelling</p> <ul style="list-style-type: none"> ·Use dictionary to confirm spellings ·Write simple dictated sentences ·Use handwriting joins appropriately ·Plan to write based on familiar forms ·Rehearse sentences 	<p>Use range of conjunctions</p> <ul style="list-style-type: none"> ·Use perfect tense ·Use range of nouns & pronouns ·Use time connectives ·Introduce speech punctuation ·Know language of clauses 	<p>A role-play linked to theme of work – to develop writing / speaking & listening Handwriting daily Guided reading and independent reading weekly Writing workshop approach Celebrate writing in the classroom through the displays NW Drama techniques applied to English teaching. Shakespeare performance Key vocabulary – displayed and referred to Writing celebrated in displays and learning journals Magpie book for each child Cross-curricular link with writing Teach writing techniques explicitly</p>	<p>A range of high quality texts. Stories from different cultures. Picture books and poetry.</p>	<p>Sense of enjoyment in learning about others and World around them Appreciation on the view points of different authors Emotional response to reading Making connections in a spiritual way</p>

	<p>make predictions</p> <ul style="list-style-type: none"> ·Retrieve & record information from non-fiction books ·Discuss reading with others 	<p>orally for writing</p> <ul style="list-style-type: none"> ·Use varied rich vocabulary ·Create simple settings & plot ·Assess effectiveness of own and others' writing 	<p>Speaking & Listening</p> <ul style="list-style-type: none"> ·Give structured descriptions ·Participate activity in conversation ·Consider & evaluate different viewpoints 			
4	<p>Secure decoding of unfamiliar words</p> <ul style="list-style-type: none"> ·Read for a range of purposes ·Retell some stories orally ·Discuss words & phrases that capture the imagination ·Identify themes & conventions ·Retrieve & record information ·Make inferences & justify predictions ·Recognise a variety of forms of poetry ·Identify & summarise ideas 	<p>Correctly spell common homophones</p> <ul style="list-style-type: none"> ·Increase regularity of handwriting ·Plan writing based on familiar forms ·Organise writing into paragraphs ·Use simple organisational devices ·Proof-read for spelling & punctuation errors ·Evaluate own and others' writing ·Read own writing aloud 	<p>Use wider range of conjunctions</p> <ul style="list-style-type: none"> ·Use perfect tense appropriately ·Select pronouns and nouns for clarity ·Use & punctuate direct speech ·Use commas after front adverbials <p>Speaking & Listening</p> <ul style="list-style-type: none"> ·Articulate & justify opinions ·Speak audibly in Standard English ·Gain, maintain & monitor interest of 	<p>Individual Magpie Books Role-play area Writing workshop approach Drama linked to writing – NW Drama techniques applied to English teaching. Shakespeare performance Writing celebrated in classroom and learning journals Specific skills of comprehension and grammar taught weekly Handwriting weekly English/Drama/Dance linked Teach writing techniques explicitly</p>	<p>A range of high quality texts. Stories from different cultures. Picture books and poetry</p>	<p>Exploring beliefs and opinions through writing and drama</p>
5	<p>Apply knowledge of morphology & etymology when reading new words</p> <ul style="list-style-type: none"> ·Reading & discuss a broad range of genres 	<p>Secure spelling, inc. homophones, prefixes, silent letters, etc.</p> <ul style="list-style-type: none"> ·Use a thesaurus ·Legible, fluent 	<p>Use expanded noun phrases</p> <ul style="list-style-type: none"> ·Use modal & passive verbs 	<p>Individual Magpie Books Role-play area Writing workshop approach Drama linked to writing – NW Drama techniques applied to English teaching. Shakespeare performance Writing celebrated in classroom and learning journals Specific skills of comprehension and grammar taught weekly</p>	<p>A range of high quality texts. Stories from different cultures. Picture books and poetry</p>	<p>Exploring beliefs and opinions through writing and drama</p>

	<p>& texts</p> <ul style="list-style-type: none"> ·Identifying & discussing themes ·Make recommendations to others ·Learn poetry by heart ·Draw inference & make predictions ·Discuss authors' use of language ·Retrieve & present information from non-fiction texts. ·Formal presentations & debates 	<p>handwriting</p> <ul style="list-style-type: none"> ·Plan writing to suit audience & purpose ·Develop character, setting and atmosphere in narrative ·Use organisational & presentational features ·Use consistent appropriate tense ·Proof-reading ·Perform own compositions 	<ul style="list-style-type: none"> ·Use relative clauses ·Use commas for clauses ·Use brackets, dashes & commas for parenthesis <p>Speaking & Listening</p> <ul style="list-style-type: none"> ·Give well-structured explanations ·Command of Standard English ·Consider & evaluate different viewpoints ·Use appropriate register 	<p>Handwriting weekly English/Drama/Dance linked Teach writing techniques explicitly</p>		
6	<p>Read a broad range of genres</p> <ul style="list-style-type: none"> ·Recommend books to others ·Make comparisons within/across books ·Support inferences with evidence ·Summarising key points from texts ·Identify how language, structure, etc. contribute to meaning ·Discuss use of language, inc. figurative ·Discuss & explain reading, providing 	<p>Use knowledge of morphology & etymology in spelling</p> <ul style="list-style-type: none"> ·Develop legible personal handwriting style ·Plan writing to suit audience & purpose; use models of writing ·Develop character & setting in narrative ·Select grammar & vocabulary for effect ·Use a wide range of cohesive devices ·Ensure grammatical consistency 	<p>Use appropriate register/ style</p> <ul style="list-style-type: none"> ·Use the passive voice for purpose ·Use features to convey & clarify meaning ·Use full punctuation ·Use language of subject/object <p>Speaking & Listening</p> <ul style="list-style-type: none"> ·Use questions to build knowledge ·Articulate arguments & opinions ·Use spoken language to speculate, 	<p>Individual Magpie Books Role-play area Writing workshop approach Drama linked to writing – NW Drama techniques applied to English teaching. Shakespeare performance Writing celebrated in classroom and learning journals Specific skills of comprehension and grammar taught weekly Handwriting weekly English/Drama/Dance linked Teach writing techniques explicitly</p>	<p>A range of high quality texts. Stories from different cultures. Picture books and poetry</p>	<p>Exploring beliefs and opinions through writing and drama</p>

	reasoned justifications for views		hypothesise & explore ·Use appropriate register & language			
<p>English at Pear Tree –</p> <ul style="list-style-type: none"> • Theatre visit – yearly • Writers in school – yearly • Real life experiences used for writing – be spontaneous - building a snowman, making a den, visiting a gallery or museum, playground rhymes etc. • Shakespeare for KS2 • Mystery Readers in all classes • World Book Day • Role-play to encourage speaking/writing • Performances – Summer & Winter • Class Assemblies – to develop performance and speaking and listening • Current Events, Discussion and Debate. • Writing for purpose – produce books/pamphlets for library • Use the library (Weekly or more) as a whole class 						