Schola Europaea

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English language I syllabus – Nursery and Primary

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1.1- Rationale

- Language is the principal means of human communication. Through speaking, listening, reading & writing, ideas and information are expressed and communicated, aspirations, attitudes and emotions are articulated, and imaginative possibilities are explored. Language is a central influence in the learning process and all aspects of language are interdependent. *Children learn language, but they also learn through language*. Language helps the child to clarify and interpret experience, to acquire new concepts, and to add depth to concepts already grasped.

- This syllabus takes account of the competences for communication in mother tongue expressed in the European Council's Lisbon Strategy for Lifelong Learning (2000) namely *'the ability to express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing), and to interact linguistically in an appropriate and creative way in a full range of societal and cultural contexts.'*

- The English Language I syllabus sets **high expectations** of what children in the European Schools should achieve. Full account is taken of the spectrum of needs across classes and schools. **Flexibility** is built in to enable teachers to scroll forward and back across strands to ensure that planning takes full account of the differing starting points involved in learning for groups of pupils including students without a language section (SWALS) who study within Anglophone sections.

- **Oral language** is a crucial factor in the development of the child's cognitive abilities and it facilitates the acquisition of social and communicative skills. It is, above all, the principal integrating element in the English syllabus. Activities such as comprehension, responding to text and the approach to writing are grounded in a process of talk and discussion.

- The approach to the teaching and learning of **reading** is based on the child's general language development and on the development of phonemic and phonological awareness. Having developed an awareness of the sounds in words through a rich oral language experience, the child then begins to acquire an understanding of sound-letter relationships. Particular emphasis should be placed on comprehension and the development of higher-order skills through reading and responding to a wide variety of texts. It is an important feature of the English syllabus that children's reading should encompass a rich and varied range of text. From the earliest years they should experience a print-rich environment in which they have ready access to books. Through such an atmosphere, in which books are seen to be valued, children are led to appreciate the usefulness and the pleasures of reading.

- The ability to **write** clearly and expressively is developed progressively through the process of writing. The child is encouraged to write for different audiences and purposes and in a variety of genres. This diversity and flexibility will stimulate creativity and develop the child's ability to use written language to effectively convey a wide range of ideas, attitudes and emotions. He or she is enabled to develop a sense of appropriate presentation in writing through drafting a piece of writing, discussing it, editing it, and producing a finished piece of work.

- **Technological skills** are increasingly important for advancement in education, work, and leisure. The syllabus should allow for opportunities to integrate information and communication technologies into the teaching and learning process and to provide children with opportunities to use modern technology to enhance their learning in all subjects. For each year group, opportunities are identified for pupils to develop all aspects of English through using technology.

- A continuing **process of reflection, self-evaluation, review and innovation** will enable the school to realise the optimum learning experience for the children in its care. This is best achieved through regular formal and informal consultation among the principal, the staff, and the school community.

1.2 – Aims

The aims of the English Syllabus are to

- promote positive attitudes and develop an appreciation of the value of language – spoken, read and written
- enable the child to develop an awareness of European cultures and traditions through listening, speaking, reading and writing
- create, foster and maintain the child's interest and enjoyment in expression and communication
- develop the child's ability to engage appropriately in listener-speaker relationships
- develop confidence and competence in listening, speaking, reading and writing
- develop cognitive ability and the capacity to clarify thinking through oral language, writing and reading
- enable the child to read and write independently

- enhance emotional, imaginative and aesthetic development through oral, reading and writing experiences

1.3 Objectives

When due account is taken of individual abilities and varying circumstances, the English Syllabus should enable the child to:

- gain pleasure and fulfilment from language activities
- develop the skill of listening actively and appreciate the significance of tone of voice, facial expression and gesture
- learn to understand the conventions of oral language interaction and use oral language in a variety of social situations
- expand his/her vocabulary and develop a command of grammar, syntax and punctuation
- become fluent and explicit in communicating ideas and experiences
- explore and develop ideas and concepts through talk, directed discussion and writing
- identify and evaluate the key points, issues and central meaning of a text or oral presentation and efficiently organise the information gained
- justify and defend opinions and present a coherent argument orally and in writing
- express intuitions, feelings, impressions, ideas and reactions in response to real and imaginary situations through talk, discussion and writing
- organise, clarify, interpret and extend experience through oral language activity and writing
- explore and express reactions to poetry, fiction and the arts, and refine aesthetic response through oral language activity and writing
- create, develop and sustain imaginary situations through talk, discussion and improvisational drama

- compose, relate and write his/her own stories and poems
- explore, experiment with and enjoy all the playful aspects of language
- develop print awareness, an understanding of the purposes of print , and control over the different ways meaning is derived from print
- systematically develop children's phonemic awareness; their skills in 'decoding' and 'encoding' text
- develop an appropriate range of comprehension strategies
- develop an awareness of the richness and diversity of reading material available (including English & Anglo-Irish literary heritage and from other cultures and traditions) and read from a variety of texts of gradually increasingly complexity
- choose his/her reading material and engage in and enjoy sustained silent reading
- develop a sense of discrimination with regard to the use of language and images in the media
- write for different purposes and different audiences
- write in a variety of genres appropriate to school and outside needs
- learn to edit and refine writing and develop a sense of appropriate presentation
- develop a personal style of writing and learn to distinguish and to use appropriate levels of formality
- share writing and responses to reading experience with other children and adults
- use computer technology in learning to write and for information retrieval
- enhance reading and writing development through the involvement of parents or guardians.

2.1 – Introduction

- This syllabus is a revision of the syllabus of 1995. The President of the Working Group, David Townsend, UK Inspector and Anne O'Sullivan Irish Inspector, who led this review, duly acknowledge the significant co-ordination work of Mme L SOLLETT, Alicante.

- It was compiled by the following group of teachers and inspectors from the United Kingdom and Ireland:

- M. H. LEWIS: Bruxelles II, Mme S. BOULTER: Bruxelles II, Mme D. MURPHY: Bruxelles III, Mme B. NI ODHRAIN: Bruxelles III, M. N. FOSTER: Luxembourg I, Mme J. HURST: Luxembourg II, Mme S. JAMESON: Culham, M. J. FITZGERALD: Karlsruhe

- It takes into account information from the European Schools system and national curricula of the UK and Ireland and reflects the achievements that pupils would be expected to reach in their national systems, although it is not an exact match.

- While much of the syllabus will be taught through specific English lessons, it is expected that pupils are able to develop and transfer their literacy skills to other syllabus subjects, especially Discovery of The World.

- Although the statements for each year group are numbered, they are not hierarchical.

- The requirements of the Nursery Years go beyond the current requirements of the European Schools Nursery Syllabus. However, there are pupils who can achieve these expectations and they have an entitlement to progress at their own pace. Therefore the phonics for reading and spelling programme is sequential but affords teachers the flexibility to scroll forward and backwards as needed during the early years (N-2) to pitch objectives according to children's readiness. High expectations are essential. The programme is comprehensive and structured to ensure children learn the skills they need so as to greatly reduce the numbers requiring later 'catch up' interventions.

- Spelling guidance is drawn from the document, 'National Strategies –Support for Spelling' which charts a clear year by year programme.

- It is intended that the syllabus should be used flexibly and as a continuum such that, for example, a pupil in year 1 might need to access aspects of the nursery content or the Year 2 content depending on their readiness. The syllabus is a guide to expectations of pupils in different year groups. For some pupils the Nursery requirements may not be achieved until the end of Year 2.

- It is imperative that teachers for each age group use the content of this syllabus to plan integrated units of work. Care should be taken to ensure that each unit contains a balance of objectives drawn from across the speaking and listening, reading and writing strands of the syllabus.

- All Anglophone sections must establish the means to regularly and accurately measure progress, especially in reading and writing, in order to inform the planning of next steps in learning, both short and long term. Each year teachers should be able to give a clear picture of the levels that pupils have achieved. It is recommended that teachers use national guidance materials e.g. English National Curriculum levels for such a purpose in addition to the required European School *Carnet Scolaire.*

- In the writing section there is no specific reference to teaching a style of handwriting. All Anglophone sections are expected to establish a handwriting policy and style that will lead pupils to mastering a quick, legible and efficient style. It is likely that by the time they leave Y5 pupils will have established their own styles that are largely based on a section's chosen style. It is up to the section in each school to decide whether or not to encourage pupils to use joined writing from the start. It is recommended that pupils are taught a standard round/italic style and learn from the outset to include a short joining stroke ready for joining completely.

- See Appendices for further guidance and links

- The following are links to the various national curricula guidelines in United Kingdom and Ireland:

    - hhttp://curriculum.qca.org.uk/
    - http://nationalstrategies.standards.dcsf.gov.uk/primary/primaryframework/
    - http://www.ncca.ie/
    - www.nicurriculum.org.uk/
    - http://www.ltscotland.org.uk/5to14/guidelines/
    - http://cymru.gov.uk/topics/educationandskills/curriculumassessment/

2.1 – Introduction

- Le présent programme constitue une révision du programme de 1995. Le Président du Groupe de travail, David Townsend, inspecteur britannique, et Anne O'Sullivan, inspectrice irlandaise, qui ont dirigé cette révision, remercient chaleureusement Mme L. SOLLETT, d'Alicante, pour son important travail de coordination.

- Ce programme a été élaboré par un groupe d'enseignants et d'inspecteurs du Royaume-Uni et d'Irlande comprenant:

- M. H. LEWIS: Bruxelles II, Mme S. BOULTER: Bruxelles II, Mme D. MURPHY: Bruxelles III, Mme B. NI ODHRAIN: Bruxelles III, M. N. FOSTER: Luxembourg I, Mme J. HURST: Luxembourg II, Mme S. JAMESON: Culham, M. J. FITZGERALD: Karlsruhe.

- Il prend en compte les informations provenant du système des Ecoles européennes et des programmes nationaux britanniques et irlandais et reflète le niveau que les élèves sont censés atteindre dans leurs systèmes nationaux, bien qu'il n'y ait pas d'équivalence absolue en la matière.

- Bien que l'essentiel du programme soit enseigné par le biais de cours d'Anglais spécifiques, on attend des élèves qu'ils soient capables de développer et transférer leurs compétences en matière de lecture et d'écriture dans d'autres matières, et en particulier aux cours de Découverte du Monde.

- Bien que les commentaires pour chaque année d'études soient numérotés, ils ne font pas l'objet d'une hiérarchie.

- Les exigences du cycle maternel dépassent les exigences actuelles du Programme des Ecoles européennes pour la Maternelle. Toutefois, il y a des élèves qui sont capables d'atteindre les résultats escomptés, et ceux-ci ont le droit de progresser à leur propre rythme. C'est pourquoi le programme de phonétique pour la lecture et l'orthographe est séquentiel mais laisse aux enseignants la flexibilité nécessaire pour avancer et revenir en arrière en fonction des besoins rencontrés au cours des premières années (N-2) afin d'adapter leurs objectifs aux capacités des enfants. Des attentes élevées sont essentielles. Le programme est complet et structuré afin de garantir que les enfants acquièrent les compétences dont ils ont besoin, ce qui diminuera grandement le nombre d'enfants à qui il faudra plus tard des interventions de « rattrapage ».

- Les conseils en matière d'orthographe sont tirés du document « Stratégies nationales – Aide pour l'orthographe » qui organise clairement le programme pour chaque année.

- Ce programme devrait être utilisé de manière flexible et continue de sorte que, par exemple, un élève de 1^{e} année puisse accéder à certains aspects du contenu du programme de 2^{e} maternelle, en fonction de ses capacités. Le programme constitue un guide des

compétences attendues des élèves des différentes années. Pour certains élèves, les exigences du cycle maternel peuvent ne pas être atteintes avant la fin de la 2e année.

- Il est impératif que les enseignants de chaque année utilisent le contenu de ce programme pour planifier des unités de travail intégrées. Il faut s'assurer que chaque unité ait des objectifs équilibrés entre les différentes compétences développées dans le programme, à savoir l'expression orale et l'écoute, la lecture et l'écriture.

- Toutes les sections anglophones doivent se donner les moyens de mesurer régulièrement et précisément les progrès accomplis, en particulier en ce qui concerne la lecture et l'écriture, afin d'en tenir compte dans le processus de planification des prochaines étapes de l'apprentissage, tant à court terme qu'à long terme. Chaque année, les enseignants doivent être capables d'indiquer clairement le niveau atteint par les élèves. Il est recommandé aux enseignants d'utiliser les documents d'orientation nationaux, par ex . les « English National Curriculum levels » (niveaux du Programme national d'Anglais) dans ce but, en plus du *Carnet Scolaire* obligatoire à l'Ecole européenne.

- Dans la section consacrée à l'écriture, aucune référence spécifique n'est faite à l'enseignement d'un style d'écriture manuscrite. Toutes les sections anglophones doivent établir une politique relative à l'écriture et au style qui permettra aux élèves de maîtriser un style rapide, lisible et efficace. Il est probable que lorsqu'ils quittent la 5e année, les élèves auront acquis leur propre style largement basé sur le style choisi par leur section. C'est à la section de chaque école de décider d'encourager ou non les élèves à lier leur écriture dès le début. Il est recommandé d'apprendre aux élèves un style classique arrondi/italique et d'apprendre dès le départ à inclure un petit trait qui les préparera à lier leur écriture.

- Voir Annexes pour plus de conseils et de liens

- Voici une liste de liens vers les diverses lignes directrices des programmes nationaux au Royaume-Uni et en Irlande:

    - hhttp://curriculum.qca.org.uk/
    - http://nationalstrategies.standards.dcsf.gov.uk/primary/primaryframework/
    - http://www.ncca.ie/
    - www.nicurriculum.org.uk/
    - http://www.ltscotland.org.uk/5to14/guidelines/
    - http://cymru.gov.uk/topics/educationandskills/curriculumassessment/

2.1 – Einleitung

- Dieser Lehrplan entstand im Nachgang zu der Überarbeitung des Lehrplans aus dem Jahr 1995. Der Vorsitzende der Arbeitsgruppe, Herr David Townsend, Inspektor des Vereinigten Königreichs, und Frau Anne O'Sullivan, die irische Inspektorin, die für die Überarbeitung verantwortlich war, danken Frau L SOLLETT aus Alicante für die gute Koordinierungsarbeit.

- Der Lehrplan wurde von den nachstehenden Lehrkräften und Inspektoren/innen aus dem Vereinigten Königreich und Irland zusammengestellt:

- Herr H. LEWIS: Brüssel II, Frau S. BOULTER: Brüssel II, Frau D. MURPHY: Brüssel III, Frau B. NI ODHRAIN: Brüssel III, Herr N. FOSTER: Luxemburg I, Frau J. HURST: Luxemburg II, Frau S. JAMESON: Culham, Herr J. FITZGERALD: Karlsruhe

- Hierin werden die Informationen sowohl aus dem System der Europäischen Schulen als auch aus dem nationalen Lehrplan des Vereinigten Königreichs und Irlands berücksichtigt. Dieser Lehrplan spiegelt die Errungenschaften wider, welche die Schüler/innen erwartungsgemäß in ihren nationalen Systemen erreichen. Es handelt sich jedoch nicht um eine vollumfassende Übereinstimmung.

- Während ein Teil des Lehrplans im Zuge spezifischer Englischkurse unterrichtet wird, wird davon ausgegangen, dass die Schüler/innen in der Lage sind, ihre Lese- und Schreibfertigkeiten zu entwickeln und auf andere Fächer zu übertragen, insbesondere auf das Fach Entdeckung der Welt.

- Die Erklärungen je Jahrgangsstufe sind zwar nummeriert, folgen jedoch keiner Hierarchie.

- Die Erfordernisse für den Kindergarten gehen über die aktuellen Anforderungen aus dem Lehrplan der Europäischen Schulen für den Kindergarten hinaus. Einige Schüler/innen können diesen Erwartungen jedoch sehr wohl gerecht werden und haben ein Anrecht auf Fortschritt nach ihrem eigenen Rhythmus. Deshalb wurde Phonetik im Lese- und Rechtschreibungsprogramm sequenziell aufgebaut, was den Lehrkräften Flexibilität beim Vor- und Rückgreifen je nach Bedarf in den ersten Jahren (N-2) abverlangt, sodass die Ziele angepeilt werden, für die die Kinder bereit sind. Hohe Erwartungen sind von wesentlicher Bedeutung. Der Lehrplan ist umfassend und strukturiert, damit gewährleistet wird, dass die Kinder die erforderlichen Fähigkeiten erlernen und der spätere Bedarf an „Nachholarbeit" gesenkt wird.

- Die Leitlinien für die Rechtschreibung stammen aus dem Dokument "National Strategies – Support for Spelling", in dem ein klarer Ablauf von einem Jahr zum anderen dargelegt wird.

- Der Lehrplan ist für den flexiblen und kontinuierlichen Gebrauch gedacht, sodass beispielsweise ein Schüler in der 1. Klasse sich mit Aspekten aus dem Programm für den Kindergarten oder dem Programm für die 2. Klasse befassen kann, je nachdem wie weit seine Kenntnisse fortgeschritten sind. Der Lehrplan dient als Leitfaden für die Erwartungen an die Schüler/innen je nach Jahrgangsstufe. Einige Schüler/innen erfüllen die Erfordernisse für den Kindergarten bei Abschluss der 21. Klasse noch nicht.

- Es ist von höchster Wichtigkeit, dass die Lehrkräfte den Inhalt dieses Lehrplans zur Planung integrierter Arbeitseinheiten je Jahrgangsstufe nutzen. Dabei ist zu gewährleisten, dass jede Einheit in ausgeglichenem Maße Ziele aus den Kapiteln über Reden und Hören sowie den Kapiteln über Lesen und Schreiben des Lehrplans umfasst.

- Alle Englischabteilungen müssen Möglichkeiten zur regelmäßigen und akkuraten Beurteilung des Fortschritts vorsehen, insbesondere in den Bereichen Lesen und Schreiben. Diese Beurteilung dient als Grundlage für die Planung der nächsten Schritte im Lernprozess sowohl auf kurze als auch auf lange Sicht. Die Lehrkräfte sollten jedes Jahr ein klares Bild des Niveaus erhalten, welches die Schüler/innen erreicht haben. Es wird empfohlen, dass die Lehrkräfte auf Hilfsmaterialien aus dem nationalen System zurückgreifen, z.B. Niveaus des englischen nationalen Lehrplans ergänzend zu den im Zeugnisheft der Europäischen Schulen verlangten Errungenschaften.

- Im Abschnitt zum Thema Schreiben wird nicht speziell auf die Unterrichtung eines Schreibschriftstils verwiesen. Alle Englischabteilungen sollen eine Schreibschriftpolitik und einen Schreibschriftstil herausstellen, der es den Schülern/innen ermöglicht, schnell einen lesbaren und effizienten Schreibstil zu beherrschen. Wahrscheinlich haben die Schüler/innen bei Abschluss der 5. Klasse ihren eigenen Stil entwickelt, der sich größtenteils an dem von der Abteilung gewählten Stil orientiert. Es obliegt der Abteilung an jeder Schule zu beschließen, ob die Schüler/innen von Beginn an zur Nutzung der Schreibschrift ermutigt werden. Es wird empfohlen, dass den Schüler/innen ein runder/kursiver Standardstil beigebracht wird und sie von Beginn an lernen, einen kurzen Bindungsstrich einzufügen, der die vollständige Verbindung der Buchstaben ermöglicht.
- Nähere Informationen und Links befinden sich in den Anhängen.

- Nachstehend werden die Links zu verschiedenen nationalen Lehrplanrichtlinien aus dem Vereinigten Königreich und Irland aufgelistet:

    - hhttp://curriculum.qca.org.uk/
    - http://nationalstrategies.standards.dcsf.gov.uk/primary/primaryframework/
    - http://www.ncca.ie/
    - www.nicurriculum.org.uk/
    - http://www.ltscotland.org.uk/5to14/guidelines/
    - http://cymru.gov.uk/topics/educationandskills/curriculumassessment/

2.1.2 Genres across the year groups

Nursery	Year 1	Year 2
Narrative • Stories with familiar settings • Stories from a range of cultures, especially European • Stories with predictable and patterned language • Traditional Fairy Tales • Stories about fantasy worlds **Non Narrative** • Labels, Lists and Captions • Instructions • Information Texts • Recount (fact and fiction) **Poetry** • Using the senses • Patterns and Rhymes • Poems on a theme	**Narrative** • Stories with a familiar setting • Stories from a range of cultures, especially European • Traditional stories • Different stories by the same author • Significant authors **Non-narrative** • Instructions • Invitations, letters, recounts • Information texts **Poetry** • Shape poetry • Patterns • Senses • Acrostics	**Narrative** • Stories with familiar settings • Stories from a range of cultures, especially European • Myths and legends • Adventure and mystery • Authors and letters • Dialogue and plays • Extended stories **Non-narrative** • Chronological accounts • Diaries and letters • Instructions and invitations • Explanations • Information texts **Poetry** • Poetry to perform • Shape poetry and calligrams • Language play

Year 3	Year 4	Year 5
Narrative • Narrative, plays and scripts • Stories with historical settings • Stories set in imaginary worlds • Stories from other cultures • Stories which raise issues / dilemmas • Plays **Non-narrative** • Recounts – newspapers / magazines • Information texts • Explanation texts • Persuasive texts **Poetry** • Creating images • Exploring form • Haikus	**Narrative** • Traditional stories, fables, myths and legends • Stories from other cultures • Older literature • Film narrative • Dramatic conventions **Non-narrative** • Instructions • Recounts • Persuasive writing • Reflective writing • Presentations **Poetry** • Poetic style • Classic / narrative poems • Choral and performance	**Narrative** • Fiction genres • Extending narrative • Authors and texts • Short stories with flashbacks ? • Novels and stories by significant children's authors **Non-narrative** • Persuasion • Biography and autobiography • Journalistic writing • Presentations • Formal / impersonal writing **Poetry** • The power of imagery • Finding a voice • European Poet Study • Poetry forms: ballad, free verse etc.

2.2 Phonics for reading and spelling						
Nursery	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year5**	**Moving on**
To be achieved by the end of Year 2 **W** *= writing*			*Children new to English or with special educational needs (SEN) may need to work on previous objectives*			
1. Explore and experiment with sounds, words and texts - Phase 1 2. Begin to link a sounds to letters, naming and sounding letters of the alphabet 3. Begin to use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed **W** 4. Hear and say sounds in words in the order which they occur	8. Read simple words by sounding out and 9. blending the phonemes all through the word from left to right 10. Read and write one grapheme for each of the 44 phonemes **W** – Phase 3 11. Move from reading simple consonant-vowel-consonant (CVC) words such as 'cat' and 'bus' to longer CCVC words such as 'clap' and 'stop' and CVCC words such as 'fast' and 'milk' -Phase 4 12. Recognise an increasing number of familiar high frequency words but use phonic skills as prime approach to decoding unfamiliar words	18. Read independently and with increasing fluency longer and less familiar texts 19. Read high and medium frequency words independently and automatically, inc. use of interactive games 20. Recognise and use alternative ways of pronouncing the graphemes already taught e.g. 'g' as in 'get', 'gem' – Phase 5 21. Recognise alternative ways of spelling the phonemes already taught e.g. the /ee/ sound can also be spelt as 'ea' and 'e' - Phase 5 **W**	1. Spell high and medium frequency words **W** 2. Read and spell less common alternative graphemes including trigraphs 3. Use the 'find' tool of a word processor to scan a large body of text for particular graphemes. 4. Learn to spell regular verb endings,	1. Use knowledge of phonics, and other conventions to spell new and unfamiliar words **2.** Distinguish the spelling and meaning of common homophones **W** **3.** Know and apply common spelling rules **W** 4. Develop a range of personal strategies for learning new and irregular words, synonyms and antonyms, irregular plurals	1. Spell words containing unstressed vowels **W** 2. Know and use less common prefixes and suffixes such as im-, ir-, -cian 3. Spell familiar words correctly and employ a range of strategies to spell difficult and unfamiliar words **W** 4. Develop editing	1. Revise, consolidate and secure knowledge of correct vowel choices, pluralisation, prefixes, word endings and high frequency words 2. Record and learn from personal errors, corrections, investigations, conventions, exceptions and new vocabulary 3. Draw on analogies to

5. Begin to develop an awareness of VC/ CVC words as appropriate -L/S Phase 2 **The child has opportunity, if ready, to**: 6. Begin to read simple words by sounding out and blending the phonemes all through the word from left to right. 7. Begin to use phonic knowledge to write simple regular words and make phonically plausible attempts at more complex words	13. Segment sounds into their constituent phonemes in order to spell them correctly (inc use of interactive whiteboard to highlight phonemes) 14. Move from spelling simple CVC words to longer words that include common digraphs and adjacent consonants such as 'brush', 'crunch' 15. Identify the constituent parts of two and three syllable words to support phonic knowledge and skills 16. Spell important regularly occurring words using aids to spelling – words displayed in class; words compiled in personal dictionary; words learned in reading **W** 17. Collect images of familiar objects which share the same initial phoneme	22. Spell with increasing accuracy and confidence drawing on word recognition and knowledge of word structure, and spelling patterns **W** 23. Spell words in a recognisable way based on an awareness of the most common spelling strings and patterns – e.g. two syllable words with regular pattern e.g. robber, happen – Phase 5 **W** 24. Recognise a range of prefixes and suffixes, understanding how they modify meaning and spelling, and how they assist in decoding long, complex words – Phase 5	nouns when 's' is added and the correct use of pronouns 5. Use dictionaries 6. Use approximate spelling as an interim measure in mastering the convention of spelling	5. Begin to use a range of appropriate strategies to edit, proofread and correct spelling in their own work, on paper and on screen 6. Group and classify words according to their spelling patterns and meanings **W** 7. Use the thesaurus	skills to improve accuracy of spelling 5. Use dictionaries and thesaurus confidently 6. Know and use less common prefixes and suffixes such as *im, ir, cian* 7. Group and classify words according to their spelling patterns and meanings	known words, roots, derivations, word families, morphology and familiar spelling patterns 4. Spell familiar words correctly and employ a range of strategies to spell difficult and unfamiliar words 5. Use a range of appropriate strategies to edit, proofreadcorrect spelling in their own work, on paper and on screen

2.3 Reading			
2.3.1 Reading	**Nursery**	**Year 1**	**Year 2**
	Keep a simple record of responses to books read or shared Select books for personal reading, at home and school, including audio texts. Listen to and enjoy stories and poems read aloud, including multimedia texts		
Enjoyment & engagement with texts	1 Learn that books are exciting and enjoyable by sharing them together daily (incl CD Rom / internet resources) 2 Appreciate words, pictures, songs, rhymes, poems and stories, listening attentively and responding with relevant comments, questions, actions 3 Enjoy and appreciate the key elements of stories; e.g. characters, events and the key purposes of non-fiction texts 4 Read texts compatible with their phonic knowledge and skills	1. Give reasons for book choices 2. Visualise and comment on events, characters and ideas, making imaginative links to their own experiences 3. Engage with books through exploring and acting interpretations 4. Learn how to use the features of multi-media texts (e.g. clicking on icons) 5. Share and explain their reactions to texts, commenting on important aspects 6. Use the computer to aid in finding out information, with help if appropriate	1. Choose and justify book selections 2. Engage with books through exploring and enacting interpretations 3. Share and explain their reactions to texts, commenting on important aspects 4. Empathise with characters and debate moral dilemma portrayed in texts 5. Use a class or school library to select books for pleasure or research purposes; identify differences between text types 6. Use ICT to increase motivation to read and to enhance reading development
Skills	1. Recognise that print carries meaning in signs, labels, notices, books 2. Encounter the printed or written word in many forms 3. Learn to recognise their names on work, folders etc. 4. Read some high frequency words 5. Read a range of familiar and common words and simple	1. Read regularly with support, increasing independence in reading – including reading aloud 2. Read an increasing number of high frequency words and phonically regular words 3. Read using a systematic and progressive programme, 4. Apply phonic knowledge and skills as the prime approach to reading unfamiliar words	1. Read simple texts independently , be supported in reading increasingly challenging texts, including reading aloud clearly 2. Read medium and high frequency words automatically 3. Know how to tackle unfamiliar words that are not completely decodable 4. Self-correct reading errors confidently when text does not make sense 5. Recognise and begin to explain

	sentences independently 6. Recognise different types of text used in class; weekdays, birthdays etc 7. Use texts as a basis for class, group or paired discussion. 8. Play with oral syllables and rhyme 9. Recognise words or letters in a text and suggest what they mean	5. Begin to self-correct reading errors when text does not make sense 6. Distinguish fiction and non-fiction texts and the different purposes for reading them 7. Recognise the main elements that shape different texts including key organisational features 8. Identify the main events and characters in stories and find specific information in simple texts 9. Make predictions showing an understanding of ideas, events and characters 10. Use syntax and context when reading for meaning 11. Explore the effects of patterns of language and repeated words and phrases 12. Begin to understand how punctuation affects reading.	organisational features of texts, including alphabetical order, layout, diagrams, captions, hyperlinks and bullet points 6. Draw together ideas and information from across a whole text, using simple signposts in the text 7. Give reasons why things happen or characters change, (including different versions of the same story online) 8. Use syntax, context and word structure to build their store of vocabulary when reading for meaning 9. Explore how particular words are used 10. Develop knowledge and use of common punctuation

2.3.2 Reading	Year 3	Year 4	Year 5	Moving on
	Read independently for pleasure, keep a record of books read and responses to them Recognise and read favourite genres/authors and experiment with other types of text, including digital media linked to writing Listen to books read aloud or presented in different media Have time in class for sustained silent reading			
Enjoyment & engagement with texts	*The balance between word recognition and language comprehension should change as children acquire secure and automatic decoding skills. Where these skills are not secure, phonics and reading objectives from Years 1/2 should be utilised sequentially to promote accelerated catch up.* 1. Share and compare reasons for reading preferences, extending the range of books read 2. Enjoy locating and handling books in libraries researching on the internet 3. Experience shared response to fiction through the use of a class novel.	1. Engage with a wide variety of poetry and verse on a regular basis 2. Reflect on reading habits and preferences 3. Have opportunities to share texts which they have enjoyed 4. Develop skills in locating and handling books in digital and real libraries 5. Continue to experience shared response to fiction through the use of a class novel. 6. Compare how a common theme is explored through poetry, prose and other media	1. Read extensively and discuss personal reading with others, including reading groups 2. Sustain engagement with longer texts, using different techniques to make the text come alive 3. Compare how writers from different times/places present experiences and use language 4. Explore the notion of literary heritages and why some texts have been particularly influential/significant 5. Respond to poetry and fiction through discussion, writing, drama, the visual arts and dance	1. Read independently for a specific purpose 2. Incorporate regular visits to the library 3. Oral and written presentation of the pupils' chosen text 4. Draw on summaries, character analysis, prediction etc. 5. Draw on biography of authors

Skills	Read alone and aloud with increasing fluency and expression, self-correcting any errors. Continue to develop basic information retrieval skills, including those that are ICT specific e.g. to use hyperlinks / contents tables, to use tables, to skim and scan			
	1. Use knowledge of prefixes and suffixes to assist in decoding. 2. Use syntax, context and word structure to read for meaning 3. Identify how different texts are organised and find information effectively (non-fiction, dictionary, websites) 4. Extend range of texts and genres studied (poems, narrative, reports, digital media etc.) 5. Find evidence in texts to support a hypothesis 1. Explore how authors use language for different effects, purposes and audiences 6. Infer and empathise with characters' feelings/behaviour and events in fiction.	1.Read aloud fluently, expressively and with understanding across a variety of contexts 2. Develop a range of personal strategies for reading unfamiliar words 3. Compare different types of texts /genres and identify how they are structured 4. Compare how a common theme is presented in poetry, prose and other media 5. Use evidence from a text to explain events or ideas (including as a PPT presentation) 6. Infer/deduce writers' perspectives from what is written and implied. 7. Distinguish between everyday use of words and subject-specific use 7. Explain how different texts use figurative and expressive language to create images and atmosphere 8. Compare usefulness of techniques such as visualisation, prediction and empathy in exploring the meaning of texts	1. Read more formally to larger audiences, fluently, expressively and with understanding, 2. Improve ability to recognise words by using root words, prefixes, suffixes, syllabification 3. Use a range of strategies to proofread, edit and correct their own work, on paper and on screen 4. Understand how writers use different structures to create coherence and impact 5. Infer meaning using syntax, context, word structures. 6. Appraise a text quickly, deciding on its value, quality or usefulness 7. Compare different types of texts /genres and identify how they are structured 8. Explore how word meanings change when used in different contexts 9. Distinguish between fact and fiction, bias and objectivity in texts and in the media, esp. internet	1. Begin to understand the need to support and illustrate viewpoint leading to a more sophisticated evaluation of texts 2. Emphasis on summarising key points of the text orally and in writing 3. Be more aware of the varying techniques and creativity used for specific emphasis 4. Recognise notions of humour: sarcasm, irony etc

2.4 Speaking & Listening							
S & L	**Nursery**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Moving on**
2.4.1 Speaking	- Use language during role play to imagine, compare and recreate roles and experiences - Give simple, clear instructions, relay simple messages - Explore simple audio recording technology			- Develop the ability to enquire by questioning - Discuss a wide variety of topics relevant to age, interest and themes taught in class - Explore audiovisual technology to record speaking, e.g. an interview			
	1. Enjoy listening to and using spoken and written language and readily use it in play and learning 2. Begin to speak clearly and audibly in front of others 3. Actively engage in playing with words, poems etc; for example nursery rhymes 4. Use 'talk' to organise, sequence and clarify thinking, ideas, feelings	1. Tell stories and describe incidents/ imaginary events from their own experience in an audible voice to a teacher or peer 2. Retell stories, ordering events using story language and extract the central meaning 3. Use talk to organise thinking, discuss ideas and begin to ask and answer question 4. Adjust language to suit	1. Begin to speak with clarity and use appropriate intonation, animation and expression when reading and reciting texts or conveying information 2. Explain own behaviour or views 4. Explain ideas and processes using imaginative, humorous and adventurous vocabulary and non-verbal gestures to support communication. 3. Tell real and	1. Choose and prepare poems or stories for performance, identifying appropriate expression, tone, volume and use of voices and other sounds 2. Explain process or present information, ensuring that items are clearly sequenced, relevant details are included and accounts are ended effectively 3. Sustain	1. Tell a story using notes designed to cue techniques, such as repetition, recap and humour-vary voice speed and level appropriately in the course of reporting/ storytelling 2. Present a topic/argument, sequencing points logically, defending views with evidence and making use of persuasive language (using notes recommended) 3. Use and explore different question	1. Use a range of oral techniques to present persuasive arguments and engaging narratives 2. Participate in whole-class debate using the conventions and language of debate, including standard English 3. Use the techniques of dialogue to explore ideas, topics or issues	1. Clarify ideas using exploratory hypothetical and speculative language 2. Prepare and deliver a talk or presentation that is well structured, in sequence using more complex vocabulary and encourage the use of gesture or other visual aids as appropriate

	and events (especially events in the past) 5.Extend their vocabulary, exploring the meanings and sounds of new words	the situation/help the listener	imagined stories using the conventions of familiar story language 4. Use more complex sentences with appropriate subject/ object and employing adjectives and adverbs. 5. Use more complex sentences and begin to use language appropriate to the audience and situation	conversation, explain or give reasons for their views or choices 4. Develop and use specific vocabulary in different contexts 5. Describe something that has happened, getting details right and events in the right order. 6. Relate real or imaginary events in a connected narrative to a group of pupils, the teacher or another known adult	types and different ways words are used, including formal and informal contexts. 4. Relate real or imaginary events in a connected narrative to a group of pupils, the teacher or another known adult		3. Justify, persuade or defend a point of view using supportive evidence, language appropriate to the task and consistently linking back to the argument

S & L	Nursery	Year 1	Year 2	Year 3	Year 4	Year 5	Moving on
2.4.2 **Listening, responding, group discussion and interaction**	- Listen, understand, enjoy and respond to stories, songs and other music, rhymes and poems. - Listen with increasing concentration, building new stores of words in different contexts - Listen to others in class/ teacher, ask relevant questions and follow instructions - Listen and respond to audiobooks, podcasts, video clips, computer games, e.g. follow audio instructions for an interactive game - Listen to and respond to speakers of other languages, taking turns in conversations - Interact with others, negotiating plans and activities and taking turns in conversation - Use talk to organise, sequence and clarify thinking, ideas, feelings and events - Take part in frequent group and class discussions on age appropriate topics				- Listen to and identify the main characteristics of TV, film, radio and Internet broadcasts - Carry out more complex instructions and over a longer time span of operation - Differentiate between different types of speech, language, purpose. Including other languages - Listen actively to discussions/ debates and respond in an appropriate manner. - Listen to a variety of tales/ poems/ drama etc. from different countries - Listen to and appreciate age appropriate stories, poems and plays performed by peers - Plan and manage an age appropriate group task using different levels of planning and cooperation - Use information and communication technology to discuss, plan, present and evaluate work		
	1. Make up their own stories, songs, rhymes and poems reproducing sound patterns and rhymes in pitch and time 2. Predict events in	1. Sustain attentive listening, responding to what they have heard by relevant comments, questions or actions 2. Anticipate problems and predict	Listen to talk by an adult, or TV programme, remember some specific points and identify what they have learned 2. Recognise alternative possibilities/ speculate	1. Comprehend main ideas in simple passages of information or explanation given orally 2. Follow up others' points and show whether they agree or disagree in whole-class discussion 3. Begin to explain	1. Understand, recall and respond to speakers' implicit and explicit meanings 2. Be increasingly aware of need to adapt language, register, to purpose and	1. Make notes when listening for a sustained period and discuss how note-taking varies depending on context and purpose 2. Analyse and evaluate how speakers present points effectively through use of language and	1. Recall and reflect on main points, ask questions, make comments or challenge opinions 2. Recognise how language is used appropriate to task, e.g. to explain, persuade, amuse or argue a case

	known stories and rhymes, recognizing well known tales or parts of them 3. Ask and answer questions, offer suggestions and take turns 4. Begin to explain their views/ behaviour to others	consequences. 3. Extend their vocabulary, exploring meanings and sounds of new words 4. Listen to other children's contributions in discussions and wait until they have finished before responding 5. Listen to each other's views and preferences, agree next steps for a task	endings to stories 3. Develop questioning skills and make comparisons 4. Respond to presentations by describing characters, repeating some highlights and commenting 5. Evaluate own talk with a partner or group	and comment on speakers' use of language, including vocabulary/gesture 4. Begin to question others perceptively 5. Actively include and respond to all members of the group 6. Use the language of possibility to investigate and reflect on feelings, behaviour or relationships 7. Evaluate own and others' talk	audience 3. Listen for language variation in formal and informal contexts (including dialects & accents) 4. Begin to criticise constructively 5. Prepare and conduct interviews with peers/adults, using recording devices 6. Understand different ways to take the lead and support others in groups 7. Evaluate and reflect on own contribution	gesture 3.Appreciate that criticism has positive and negative elements 4. Identify the ways spoken language varies according to differences in the context and purpose of its use 5. Review own audiovisual recordings and begin to edit using simple software 6. Use time, resources and group members efficiently by distributing tasks, checking progress and making back-up plans 7. Consider examples of conflict and resolution,	3. Explore the difference between spoken and written language and how it effects meaning. 4. Use role play to discuss, promote, oppose, explore and question for a specific purpose 5. Be aware of the importance of balanced viewpoint in discussion and debate, justify and modify opinions according to other perspectives 6. Work logically and methodically in a group to solve problems, deduce, share,

						exploring the language used	test and evaluate ideas

S & L	Nursery	Year 1	Year 2	Year 3	Year 4	Year 5	Moving on
	- Use language and a variety of games to imagine and recreate roles and experiences - Explore familiar themes and characters through improvisation and role-play - Discuss responses to a performance - Have opportunities to perform for a larger audience eg. another class, year group or in school concerts - Have opportunities to experience performances eg. concerts, visiting theatre groups, trips to theatres						
2.4.3 Drama	4. Act out stories, poems, rhymes and role plays. 2. Develop drama from own experiences and begin to project into the experiences of others 3. Make predictions about what might happen next 4. Develop a situation within play/ role play,	1. Act out their own and well-known stories/ situations, using voices for characters 2. Develop original drama from a given theme or area 3. Comment on performances , make predictions 4. Record dialogue or drama to camera and view back	1. Adopt appropriate roles in small or large groups and consider alternative courses of action 2. Present parts of traditional stories, own stories or work drawn from different parts of the curriculum for members of their own class. 3. Consider how mood and atmosphere are	1. Present events and characters through dialogue and the performance of more complex scripts, poems and rhymes to engage the interest of an audience 2. Use voice, tone, accent, speech register and gesture to enrich imaginative speech 3. Identify and	1. Reflect on how working in role helps to explore complex issues 2. Use drama strategies such as attention to register, clarity of speech and appropriate vocabulary to explore stories or issues 3. Use and recognise the impact of theatrical effects in drama	1. Improvise using a range of drama strategies and conventions to explore themes such as hopes, fears and desires 2. Consider the overall impact of a live or recorded performance, identifying dramatic ways of conveying characters' ideas and building tension 3. Comment	1. Continue to use role play in order to explore a variety of situations and perspectives using texts and other stimuli 2. Learn to anticipate, project and problem solve using a range of dramatic devices 3. Work together on improvisation and scripted pieces for a specific

	record and view back		created in live or recorded performance. 4. Devise simple plays/drama and perform to camera so others can view.	discuss qualities of others' performances, including gesture, action and costume 4. Use video camera independently to create a dramatic piece and review and edit it.	4. Perform a scripted scene making use of dramatic conventions also write , perform and record a script based on improvisation	constructively on plays and performances, discussing effects and how they are achieved 4. Devise a performance (e.g., direct and record a short film), considering how to adapt the performance for a specific audience	audience 4. Learn to reflect and constructively criticise their own performance and the performance of others

2.5 Writing		
Nursery	**Year 1**	**Year 2**

2.5.1 Enjoyment & repertoire as a writer	1. Use all types of 'writing' in free play and directed activities, choosing the form of expression (scribbles, shapes, pictures, letters, words) 4.Create stories or texts which are written down by the teacher 5.Hear a rich variety of stories, rhymes and songs and draw and write about them 6. Use writing software to create own 'texts' **The child has opportunity, if ready, to**: 6.Draw and write about feelings, likes and dislikes, sensory experiences 7.Draw and write simple stories and other chronological text	*Refer back to 'Genre across the Year Groups' (page. 11) for specific repertoire* - Use personal reading and experiences as stimuli for writing - Work with other children when writing 1. Write own texts independently across a range of text types (captions, titles, speech bubbles, instructions etc) 2.Write simple texts with support from peers/teacher 3. Plan, draw and write stories (with familiar settings, traditional stories, those form different cultures) . Sustain form in terms of use of person and time. 4. Write about feelings, likes and dislikes about events and characters in stories and poems 5.Create paper and multimedia texts and use different presentational features 6. Make adventurous word and	1. Write regularly for different audiences, making own decisions about form and purpose 2. Extend and/or redraft texts with support from peers/teacher 3. Plan, draw and write simple narrative & non-narrative texts, using the structures and vocabulary associated with different text types 4. Use beginning, middle and end to write narrative, signalling sequence, place and time to give coherence. 5. Write about feelings, experiences and personal reactions using structures of different text types. 6. Use layout, format and graphics and illustrations to best suit the purpose (inc. ICT)

		language choices	
	Nursery	**Year 1**	**Year 2**
2.5.2 The Planning Process	**The child has opportunity, if ready, to**:	- Write a simple sentence and add words to extend its meaning - Listen to a story and write about it - Write a simple sentence and add words to extend its meaning and/or add detail	
	1.Decide how to draw and write about everyday experience or something just learned 2. Dictate text to a teacher to caption picture or record feelings/thoughts 3. Attempt writing for various purposes such as lists, stories and instructions 4. Write simple factual text, beginning to group sentences together 5. Copy write using information put on the walls (names, weather, date etc.) 6. Use ICT to explore emergent writing	1. Begin to plan for writing, select appropriate language and present writing according to the purpose 2. Realise that first attempts at writing are not necessarily the final product and learn to undertake a second draft at writing 3. Reread work, confer with the teacher or others and rewrite 4. Group sentences together by idea or subject 5. Write answers to questions asked by the teacher 6. Use ICT and simple software to explore writing activities	1. Plan in detail for writing across a range of purposes 2. Decide whether or not to redraft a piece of writing, and identify how to improve it 3. Review own and other's work to rewrite and improve e.g. correcting/improving a text given by teacher. 4. Use connectives to make sections hang together 5. Use simple checklists and writing frames to plan and evaluate writing 6. Combine text, images etc. to create an appropriate printable document or multi-media presentation,

2.5 Writing			
Writing	**Nursery**	**Year 1**	**Year 2**
2.5.3 Technical Skills	Begin to... 1. Learn to form and name individual name letters using various materials (plasticine, sand, soft letters, magnetic letters, writing instruments) 2. Develop fine motor skills to aid pencil control 3. Understand the left-right, top-bottom orientation of writing 4. Write and draw frequently (scribbling, making attempts at writing, letters, symbols, captions, words and sentences) 5. Copy letters and words informally as part of class activities **The child has opportunity, if ready, to**: 6. Write names, labels and captions. 7. Write letters and words from memory	1. Write most letters correctly formed and oriented using a comfortable and efficient pencil grip 2. Write legibly, spacing words out and using upper and lower case letters with increasing consistency 3. Develop own ideas in sequences of sentences 4. Compose and write simple sentences independently 5. Begin to adopt a consistent tense in their writing 6. Use capital letters, full stops, question marks, commas 7. Improve and extend spelling strategies (see Phonics strand for detailed objectives)	1. Write legibly using upper and lower case letters appropriately within words and observing correct spacing within and between words 2. Form and use the four basic handwriting joins 3. Compose sentences using tense consistently (past and present) 4. Learn to undertake a second draft to improve writing 5. Compose sentences beginning to select adjectives, verbs and nouns for precision, clarity and impact 6. Use capital letters, full stops, question marks, commas and speech marks 7. Use a range of strategies to extend knowledge of spelling conventions (see Phonics strand for detailed

	8. Begin to write simple sentences, sometimes with punctuation 9. Become aware of lower-case and capital letters and full stops 10. Develop the competence to use approximate spelling 11. Begin to develop conventional spelling of simple words 12. Use keyboard to type name and begin to use simple software with text elements	8. Use a keyboard/whiteboard to type/write their name and simple texts 9. Select different presentational features to suit writing purposes on paper and screen	objectives) 8. Put words into alphabetical order and use dictionaries and indexes etc. 9. Word process short texts 10. Develop typing, editing and redrafting skills 11. Demonstrate reader awareness and use apt vocabulary and structures

2.5.4 Spelling	1. To secure the reading and spelling of words containing different spellings for phonemes 2. To discriminate syllables in multi-syllabic words as an aid to spelling.	1. To understand and begin to learn the conventions for adding the suffix **ed** for past tense and **ing** for the present tense 2 2. To learn how to add common inflections (suffixes) to words 3. To add common prefixes to root words and to understand how they change meaning	1. To consolidate knowledge of adding suffixes and to investigate the conventions related to spelling pattern - **e** 2. To spell regular verb endings and to learn irregular tense changes (e.g. go/went) 3. To know what happens to the spelling of nouns when **s** is added 4. To understand how words change when the suffixes are added 5. To embed the correct use and spelling of pronouns (n.b. phonemic and morphological) 6. To develop knowledge of prefixes to generate new words from root words

2.5 Writing				
	Year 3	**Year 4**	**Year 5**	**Moving on**
2.5.1 Enjoyment & repertoire as a writer	*Refer back to 'Genre across the Year Groups' (page. 11) for specific repertoire* - Use personal reading and experiences as stimuli for writing - Choose audience, topic and structure for their writing - Write about experiences and feelings; experiment with different forms and styles of expression - Share writing (process and final text) with others, including display and publication of finished work			1.Use a range of increasingly varied narrative techniques for a wider audience 2. Begin to use critical analysis, for engagement with literature and poetry 3.React to ideas, emotions and images encountered in literature and poetry 4.Use appropriate vocabulary according to specific genre and style
	1. Write extended stories in book form in genres studied, using settings and characterisation to engage the reader. 2. Create convincing and well informed non-narrative texts. 3. Show imagination through the language used to create emphasis, humour, atmosphere or suspense. 4. Write in more depth and detail about experiences, including poetry, explanations and persuasive texts 5. Express reactions to writing	1. Create stories in book form, with an increasingly effective use of settings and characterisation for effect 2. Write with more precision, exploring the impact of chosen language and form on the reader, exploring reflective writing, recounts & instructions 3.Write about favourite moments, characters and events in stories across genre range 4. Create poems using specific devices such as simile, personification, and metaphor	1.Write longer stories or a series of related stories in book form in genres studied as class anthologies, class books, sustaining ideas in lively, thoughtful prose 2. Use authorial skills in writing stories; e.g. vary pace, narrator's voice, experiment with plot sequencing 3. Experiment with formal and informal styles across the genre range, including journalistic writing (e.g. establishing balance / viewpoint) 4. Express personal reaction to ideas, emotions and images encountered in literature using precise and rich	

	and texts choosing and combining words & phrases for particular effect 6. Write and perform simple play-scripts, using key features of the genre	–explore different styles e.g. classic / narrative poems and performance 5. Explore different narrative forms and styles and different dramatic conventions 6. Create multi-layered texts, including use of hyperlinks and linked web pages.	vocabulary and close reference to the text. 5. Create poems showing awareness of imagery across a range of styles 6. Express reactions to music, art work, films, tv programmes and dvds with reference to source.	5.Adapt style to genre, purpose and audience, e.g. write a book for a younger class,
	Refer to Appendix 2 - Plan writing using a variety of first draft techniques: notes, mind maps, bullet points etc. - Expand and clarify his/her thoughts on a particular idea or topic through drafting and redrafting - Redraft and improve writing, based on feedback from peers/teacher and/or evaluation against selected criteria			
2.5.2 The writing process **2.5.2 The writing process** *continued*	1. Begin to make notes to summarise the key points of a text 2. Write about ideas in other areas of the curriculum 3. Write a list of questions on a particular topic and prioritise them 4. Write a sentence and elaborate by adding more ideas 5. Group related material into paragraphs	1. Use notes to plan a piece of independent writing 2. Write about ideas encountered in other areas of the curriculum. *Problem solving in maths, science, history, geography, art, music.* 3. Write a prioritised list of questions on a particular topic in order to research a piece of writing 4. Extend sentences by adding one or more ideas to them, using adverbs and conjunctions to link ideas	1. Use notes to summarise reading material and write an account from the notes 2. Sketch an ordered summary of ideas and draft a writing assignment based on it 3. Write independently through a process of drafting, revising, editing and publishing 4. Reflect on and analyse ideas during writing process (arguments, persuasion) including own conclusions 5. Improve sentences, paragraphs	1. Develop the habit of planning before writing. 2. Use a variety of sources to plan writing, e.g. notes, texts, websites 3. Give and receive constructive criticism to improve writing 4. Reflect on and analyse ideas through writing arguments,

	6. Understand success criteria and use them to evaluate their writing	5. Begin to organise paragraphs into cohesive and coherent order 6. Write in favour of an idea, giving reasons and including alternative viewpoints 7. Develop and refine ideas in writing using planning and problem solving strategies 8. Use checklists to ensure success criteria are met	and overall structure of writing for clarity and precision 6. Develop own success criteria and use them to analyse a range of writing, including their own. 7. Use varied structures to shape and organise text coherently. 8. Us paragraphs to achieve pace and emphasis.	persuasion, balanced discussions 5. Set targets for improving own writing

Writing	**Year 3**	**Year 4**	**Year 5**	**Moving on**
	- Write regularly and gradually extend the period over which writing effort is sustained - Begin to proof-read and edit independently and critically - Use dictionaries and thesauruses to extend and develop vocabulary - Use a legible, fluent style of handwriting, showing increasing neatness - Take part in a range of cooperative writing activities - Begin to develop their own distinctive and original writing style			
2.5.3 Technical skills	1. Write in a range of forms for different audiences 2. Select and use a range of vocabulary for precision, clarity and impact. 3. Punctuate sentences accurately, using speech marks	1. Develop appreciation of how intended audience and purpose should influence writing (inc. presentation) 2. Clarify meaning by using complex sentence structure and range of vocabulary to best suit the text-types,	1. Write, with & without redrafting, on a given or chosen topic within certain time constraints 2. Choose form, structure, style, and presentation appropriate to the audience and subject 3. Write coherently and relevantly	1. Write without redrafting for a specific purpose e.g. exams 2. Develop style, form, structure and presentation appropriate to the task

	and apostrophes 4. Begin to show relationships of time, reason, sequence and cause through simple connectives 5. Develop an awareness of difference between written/oral language 6. Compose a range of short texts using a computer, beginning to consider layout and/or images 7. Organise texts into paragraphs	purposes and reader 3. Begin to clarify meaning through accurate punctuation, including the use of exclamation marks, speech marks, commas and apostrophes 4. Use adverbs and conjunctions to establish cohesion within paragraphs 5. Consider differences between written/oral language 6. Use ICT to present texts e.g. Powerpoint, Smart Notebook, Word.	across the curriculum 4. Observe the conventions of grammar, punctuation and spelling so as to clarify meaning in complex sentences 5.. Develop ICT skills across a range of programmes and contexts, considering appropriate design & layout. 6. Express subtle distinctions of meaning, including hypothesis, speculation and supposition, by constructing sentences in varied ways	and demonstrating awareness of audience. 3. Use wider vocabulary, including subject specific terms 4. Recognise and effectively use grammar, punctuation and spelling across a range of texts 5. Set own challenges to extend achievement.
2.5.4	1. To consolidate knowledge of adding suffixes and to investigate the conventions related to the spelling pattern -**le** *2. To spell regular verb*	1. To distinguish between the spelling and meaning of homophones *2. To investigate, collect and classify spelling patterns related to the formation of plurals*	1. To spell unstressed vowels in polysyllabic words 2. To spell words with common letter strings and different pronunciations 3. To explore the spelling	1. To embed the use of independent spelling strategies for spelling unfamiliar words 2. To investigate the meaning and spelling

Spelling	*endings and to learn irregular tense changes (e.g. go/went)* 3. *To know what happens to the spelling of nouns when* **s** *is added* 4. *To understand how words change when the suffixes are added* 5. To embed the correct use and spelling of pronouns (n.b. phonemic and morphological) 6. *To develop knowledge of prefixes to generate new words from root words*	3. To investigate and learn to spell words with common letter strings To understand how suffixes change the function of words 4. To understand the use of the apostrophe in contracted forms of words 5. *To revise and investigate links between meaning and spelling when using affixes*	patterns of consonants and to formulate rules *4. To explore less common prefixes and suffixes* 5.. To investigate and learn spelling rules for adding suffixes to words ending in **e** or words ending in -**y** and words containing **ie** *6. To identify word roots, derivations and spelling patterns as a support for spelling* 7. To spell unfamiliar words by using what is known of word families and spelling patterns *8. To revise and use word roots, prefixes and suffixes as a support for spelling*	of connectives (e.g. furthermore, nevertheless) 3. To revise and extend work on spelling patterns, including unstressed vowels in polysyllabic words 4. To use what is known about prefixes and suffixes to transform words (e.g. negation, tense, word class)

3.1 Planning process – guidelines

First Steps

- Look for themes and links in Discovery of the World and other subjects.
- Link with genres
- Highlight key objectives across speaking, listening, reading, writing and phonics
- Decide when each unit of work will be taught and how long it will last.

It may be helpful to:

- Make an outline plan of the academic year, finding suitable opportunities to link L1 Units of work to cross-curricular themes.
- Plan discrete units of work alongside continuous objectives eg. spelling, independent reading, presentation.
- Highlight needs of cohort eg. level of English, SEN.
- Identify main texts and resources for the unit

Identify differentiated learning outcomes – what children will know at the end of each unit:

- Some children will need more support and...
- Most children should...
- Some children will go further and...

It is important to plan these with high expectations, even if some children will need support. Reference should be made to genre features and year group objectives

Some objectives will be continuous and run across several units of work

Define teaching and sequences of learning. **Children must be taken from less familiarity with text type, to a deeper understanding as a reader and then a confident writer**:

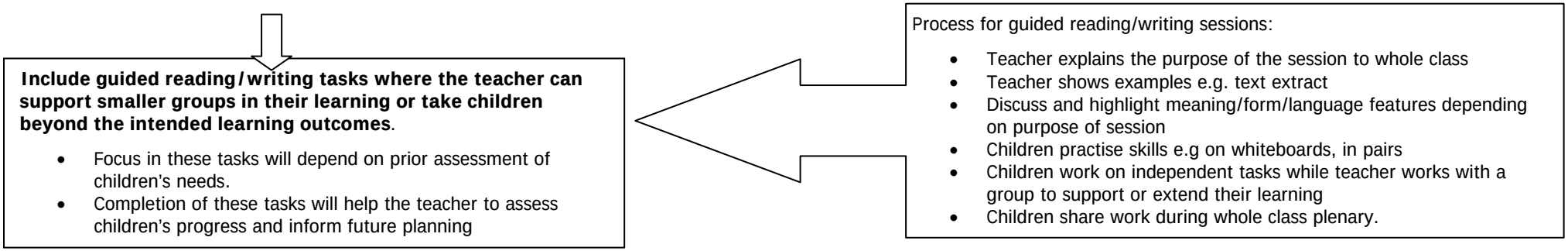
1. **Familiarisation / Immersion in text / Analysis**
2. **Capturing Ideas**
3. **Focused extended writing**

Typical Approaches include:

1. Book Talk, Writer's talk, identifying text features & organisation, practise & apply relevant 'stand alone' objectives e.g. sentence construction

2. Discussion, storyboarding, drama, planning e.g mind maps, flow charts

3. Modelling writing, scribing, identify focus, group & shared writing, drafting, & review, presentation & sharing



Short term planning – a checklist

Clear learning outcomes taken from each strand of year group objectives		Differentiation in place, taking account of learning & language needs of pupils - and not always differentiation by outcome	
Cross-curricular links maximised		Word and Sentence level work put into practice in pupils' own speaking and writing, rather than practice exercises	
Flows through from receptive to productive skills		Shared writing, in appropriate form, precedes independent writing	
Uses range of exciting and relevant resources, including authentic texts, audio, visual, ICT and realia/concrete resources		Plenary sessions relate back to the learning outcomes for the lesson and • address misconceptions • inform next lesson(s) and tasks • involve children in a variety of ways	
Individual lessons connect to each other and build on prior learning		Shared listening and language modelling extend independent speaking	
Teaching, learning, tasks & activities relate to learning outcomes		Assessment opportunities identified, with reference to each strand of year group objectives	
Continuous objectives are regularly revisited and consolidated/extended as appropriate		Concrete objectives are clear and precise	

A range of teaching strategies are used, including whole class, small group, paired and peer led.		A range of learning styles are accommodated, including multisensory approaches and provision for pupils with SEN and/or learning or language difficulties.	
Opportunities are given to talk about tasks; before, during and after.		Authentic texts used	
Guided or focus groups established to support/extend as appropriate		Opportunities to share, feedback, review and improve oral and written work.	

4.1 Assessment – principles and practice

FORMATIVE (ongoing)	DIAGNOSTIC (periodically)	SUMMATIVE (mid/end year)
To provide an on-going picture of how to modify teaching inputs, differentiate for groups and lessons and involve all pupils in reviews of their progress in both oracy and literacy.	To provide more detailed information about individual children's strengths and weaknesses, involve them in their own learning. To provide information for the teacher to plan the next steps in pupils' learning	To provide a record of each child's achievement for bi-annual reporting to parents and transition to next class To inform the school report, future planning, differentiation and grouping
Examples: • **Focused marking, in guided groups** • **Success criteria (SC) marking**, whereby SC are shared with pupils at outset and then used to structure feedback through marking • **Annotated planning by**	**Examples** • **Assessing Pupils' Progress** – 2-4 pieces of pupils' unaided work in different genres (marked as per column 1 throughout semester), are evaluated using standard levelling sheets. Samples of pupils (on level borderlines / 3 main ability groups) are used, not whole class. Overviews of main levels groups are working at and whether they are 'low', 'secure' 'high' achieving within the	**Examples:** • **End of Unit Assessments**-records of how well key learning objectives have been met • **APP Assessments Folder** • Records of parent / teacher meetings • Quest screening NFER test • European School baseline tests • P.M. Reading comprehension test • Vernon spelling test

omission – day to day annotations of pupils who exceed or fall short of learning outcomes set for them (not same as learning objective for whole class- more linked to levels within a same LO theme) • **Self-assessment and peer marking** – children use the SC themselves. • **Target setting**: establishing systems for communicating feedback on what the child needs to improve into recorded targets – these can embrace speaking / listening (especially for SWALs pupils), reading and writing	accorded level. Judgements are based on a range of evidence not only piece. Teachers commonly come together to '**moderate**' and check that 'low' L2 is same • **Pupil Progress Reviews -** A periodic extension to ongoing feedback / target setting, teachers meet with groups of pupils (who have similar targets) or with individual pupils to discuss how well they are progressing. Again, a holistic view should be taken – speaking and listening targets are every bit as important given the linguistic complexities involved.	• SATS • Commercial tests NB –The guidance here is that once the formative and diagnostic approaches outlined in columns 1 and 2 are fully operational, they can **replace not add to** current systems which can take quite some time, including setting, marking and analysing test papers, levelling progress books, filling in key objectives sheets
Information from the above can be used in meetings between colleagues for • Monitoring planning to ensure learning continuity and progression between semesters and across years • Moderating assessments to ensure accuracy of judgements and uniformity of expectations • Using evaluations to inform curriculum planning and target setting • Developing portfolios		

Note

Schools might consider using the step descriptors from *A language in common: assessing English as an additional language* (QCA, 2000/584) to monitor the attainment and progress of pupils who may be at the earliest stages of learning English.

5.1 – Appendix 1- Glossary of Terms

Phonics
Phonics consists of knowledge of the skills of segmenting and blending, knowledge of the alphabetic code and an understanding of the principles underpinning the way the code is used in reading and spelling.

Phonemes
A phoneme is the smallest unit of sound in a word that can change its meaning (e.g. in
/bed/ and /led/ the difference between the phonemes /b/ and /l/ signals the difference in meaning between the words *bed*, *led*).
It is generally accepted that most varieties of spoken English use about 44 phonemes.
In alphabetic writing systems (such as English) phonemes are represented by graphemes.

Graphemes
A grapheme is a symbol of a phoneme, that is, a letter or group of letters representing a sound.
There is always the same number of graphemes in a word as phonemes.
The alphabet contains only 26 letters but we use it to make all the graphemes that represent the phonemes of English.

Grapheme–phoneme correspondences (GPCs) and phoneme–grapheme correspondences
We convert graphemes to phonemes when we are reading aloud (decoding written words). We convert phonemes to graphemes when we are spelling (encoding words for writing). To do this, children need to learn which graphemes correspond to which phonemes and vice versa. In order to read an unfamiliar word, a child must recognize ('sound out') each grapheme, not each letter (e.g. sounding out ship as /sh/-/i/-/p/ not /s/- /h/ - /i/ - /p/), and then merge (blend) the phonemes together to make a word.

Segmenting and blending
Segmenting and blending are reversible key phonic skills. Segmenting consists of breaking words down into their constituent phonemes to spell. Blending consists of building words from their constituent phonemes to read. Both skills are important. The skill of blending (synthesising) phonemes, in order, all through the word to read it, tends to receive too little attention in the teaching of phonics; it is very important to make sure that children secure blending skills.

Digraphs and trigraphs (and four-letter graphemes)
A digraph is a two-letter grapheme where two letters represent one sound such as 'ea' in *seat* and 'sh' in *ship*. A trigraph is a three-letter grapheme where three letters represent one phoneme (e.g. 'eau' in *bureau*, and 'igh' in *night*). And by definition a four-letter grapheme uses four letters to represent one phoneme (e.g. 'eigh' representing the /ai/ phoneme in *eight* and in *weight*). A split digraph has a letter that splits,

i.e. comes between, the two letters in the digraph, as in *make* and *take*, where 'k' separates the digraph 'ae' which in both words represents the phoneme /ai/. There are six split digraphs in English spelling: 'a-e', 'e-e', 'i-e', 'o-e', 'u-e', 'y-e', as in *make*, *scene*, *like*, *bone*, *cube*, *type*. A very few words have more than one letter in the middle of a split digraph (e.g. *ache*, *blithe*, *cologne*, *scythe*).

Abbreviations
VC, CVC, and CCVC are the respective abbreviations for vowel-consonant, consonant-vowel- consonant, consonant-consonant-vowel-consonant, and are used to describe the order of graphemes in words (e.g. *am* (VC), *Sam* (CVC), *slam* (CCVC), or *each* (VC), *beach* (CVC), *bleach* (CCVC).

Narrative text
An account of events, experiences etc.

Phonological awareness
A range of skills such as the ability to analyze words into their constituent speech sounds.

Scanning
Reading quickly in order to establish the organisation and principal features of a text.

Semantic cues
The contextual information in a text that will help to predict a word or words.

Skimming
Reading quickly in order to find out the gist of a text

Syntactic cues
The information contained in grammar and language use that facilitates the interpretation of text.

Syntax
The totality of facts about the arrangement of words in a language

Writing genres
The various forms appropriate to different types of written communication – story, essay, letter, dialogue, recipe, instructions etc.

- **Appendix 5.2 The writing environment**

The child should:	Examples
Have/see their writing valued	Hear it praised, constructive comment, displays, class anthologies, reading it aloud, displays and exhibitions, publication, literary competitions
Use personal reading as a stimulus for writing	**J**ournals, character sketches, reviews, story mapping etc .
Experience a classroom environment that encourages writing	Class library, writing corner, displays of writing for visitors, anthologies of writing, books written by children, captioned charts, pictures and posters, co-operative drama
Observe the teacher model a wide variety of writing genres	Scribing & Modelling: narrative, explanations & arguments, letters, poems, project work etc.
Experience interesting and relevant writing challenges	Diaries, report writing, recounts, instructions, autobiographies, brochures, co-operative drama writing and eventual performance.
Use different narrative technique to engage and entertain the reader	Balance between description and dialogue, use of settings and characterisation, attitudes and assumptions, tone, atmosphere, humour
Write for an increasingly varied audience	Peers, younger children, adults, school newspaper/website, exhibitions & displays, exam environment.
Receive and give constructive responses to writing	Writing partnerships, use of editing process, exam environment.
Experience a level of success in writing that will be an incentive to continue writing	Celebrate children's achievements as well as offering constructive criticism that will enable the child to further improve.
Write for sustained length of time	Longer narrative writing expected with greater frequency.
Experience varied and consistent oral language activity as part of the pre-writing process	Brainstorming in pairs, drama, spider-graphs, dialogue, group discussion.

Observe the teacher improving writing	Drafting, revising, editing
Write independently through a process of drafting, revising,	See ‘Genre across the Year Groups’ page 11

editing and publishing	
Write, without redrafting, on a given or chosen topic within certain time constraints	Especially useful in carrying out assessments of children's writing and building confidence in exam techniques and skills.
Use dictionaries and thesauruses to extend and develop vocabulary and spelling	Select words and language, drawing on previous knowledge, choosing words carefully for maximum impact. Pupils need to be aware of using language appropriate to the task.
Choose a register of language appropriate to subject and audience	Writing to a friend, writing for display, writing to seek information, observe the difference between formal and non formal language.

5.3 Appendix 3 – Links & Guidance

Links to the various national curricula guidelines in United Kingdom and Ireland:

- hhttp://curriculum.qca.org.uk/
- http://nationalstrategies.standards.dcsf.gov.uk/primary/primaryframework/
- http://www.ncca.ie/
- www.ni**curriculum**.org.uk/
- http://www.ltscotland.org.uk/5to14/guidelines/
- http://cymru.gov.uk/topics/educationandskills/curriculumassessment/

The following information and guidance can be found on the Learning Gateway at:

- Phonemes / Graphemes
- Classroom library book suggestions
- Commercial phonics programmes
- Essential high frequency words