



Spoken Language

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

Reading – Word Recognition

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in [English Appendix 1](#), both to read aloud and to understand the meaning of new words that they meet.
- Children will be taught more about **exception words**, noting especially where the sound of the word and the spelling do not match expectations.

Reading –Comprehension

Children should be taught to:

- **develop positive attitudes to reading and understanding of what they read by:**

Pupils should be taught to:

- maintain positive attitudes to reading and understanding of what they read by:
 - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
 - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
 - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
 - discussing words and phrases that capture the reader's interest and imagination
 - recognising some different forms of poetry [for example, free verse, narrative poetry]
- **understand what they read, in books they can read independently, by:**
- understand what they read by:
 - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - asking questions to improve their understanding
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
 - identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

	Writing				
	Sentence structure	Grammar	Punctuation work	Vocabulary	Writing Composition
CHAFFINCH Y4 & Y5	<ul style="list-style-type: none"> To recognise how commas, connectives and full stops are used to join and separate clauses. Use them effectively Uses adverbs or relative clauses to start sentences To understand the term main clause and to highlight clauses in sentences 	<ul style="list-style-type: none"> Examine comparative and superlative adjectives Constructing adjectival phrases in writing Link adjectives to a scale of intensity (e.g. <i>hot, warm, tepid</i>) suffixes (<i>ish, er, est</i>) and relating them to adverbs Use powerful verbs in writing Noun phrases used in writing Identify and classify adverbs and know their functions in sentences Adverbial phrases used in writing and use fronted adverbials Use adverbs and connectives for cohesion within a paragraph Choose appropriate nouns and n for cohesion and to avoid ambiguity and repetition To understand the basic conventions of standard English Use of modal verbs and adverbs to indicate degrees of possibility Use adverbial time, place and number to link ideas across paragraphs 	<ul style="list-style-type: none"> Practice using commas to mark clauses Introduce other types of speech punctuation Use commas after frontal adverbials Distinguish the difference between apostrophes for possession and contraction Commas to mark embedded clauses (parenthesis) Use a full range of speech punctuation Use punctuation to signpost meaning in longer, more complex sentences 	<ul style="list-style-type: none"> Pronoun Possessive pronoun Adverbial 	<p>Plan writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar identify the audience and purpose of writing, selecting the appropriate form and use other similar writing models for their own discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors and consistent and correct use of tense read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

	<p>Handwriting</p> <ul style="list-style-type: none"> • Pupils should be using joined handwriting throughout their independent writing. Handwriting will be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling. Children will be taught to: • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].
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- the appendices referred to are held on the school's server, but can also be viewed at [https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum - English 220714.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf)
- In key stage 2, children are taught in mixed age groups.