

Neatishead Salhouse and Fleggburgh Primary Schools

English

“Literacy is...the road to human progress and the means through which every man, woman and child can realize his or her full potential.”

- Kofi Annan

English is the foundation of our curriculum. It is embedded throughout our curriculum through reading, writing, speaking and listening. Our English curriculum will enable our pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, enable others to communicate with them. Through reading in particular, our pupils will develop culturally, emotionally, intellectually, socially and spiritually. Reading also enables our pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society, and we value Literacy as the key to accessing knowledge and skills in other subjects, and therefore we teach all aspects of English rigorously. We strive to ensure all pupils leave us with a good standard of reading and writing as we appreciate the lifelong opportunities this will afford them. There is a clear plan for progression. Children will be supported to close any gaps in their learning. Where children show high ability, talent and interest, they will be challenged. Every effort will be made to identify and lift barriers to learning. English will be presented as a subject to enjoy.

Progression in English

Reading		
Year	Expected	Greater Depth
R	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.	Children can read phonically regular words of more than one syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. They can describe the main events in the simple stories they have read.
1	<ul style="list-style-type: none"> • Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes • Read accurately by blending sounds in unfamiliar words containing GPCs (Grapheme phoneme correspondence) • Read aloud accurately books that are consistent with their developing phonic • Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • With support, predict what might happen on the basis of what has been read (or images seen) • Check that the text makes sense to them as they read and correct inaccurate reading • With support, children are motivated to discuss new vocabulary and they can make plausible links to words they know • Drawing on what they know, their experiences and information/ideas/vocabulary provided by the teacher make connections about stories • With help, asking and answering appropriate questions related to text 	With prompting, is beginning to discuss the author's vocabulary choices 'Why do you think he used...?' • With teacher help, discuss their favourite words and phrases and begin to suggest and give reasons • With support make inferences based on what is being said and done
2	<ul style="list-style-type: none"> • Read accurately most words of two or more syllables • Read most words containing common suffixes* • Read most common exception words*. In age-appropriate books, the pupil can: • Read words accurately and fluently without overt sounding and blending • Sound out most unfamiliar words accurately, without undue hesitation and check it makes sense to them • Discuss and explain their understanding of the meaning of vocabulary in the context of the text • Answer questions and make some inferences on the basis of what is 	<ul style="list-style-type: none"> • Make a plausible prediction about what might happen on the basis of what has been read so far. Give reasons for this • Make inferences • With greater confidence, can discuss vocab choices and begin to consider the impact • Discuss their favourite words and phrases and give reasons for this • Make

	being said and done • Asking and answering appropriate questions related to text	links between the book they are reading and other books they have read
3	Pupils read further exception words and note the unusual correspondences between spelling and sound, and where these occur in the word. • Pupils are able to retrieve and record information • Make predictions based on details stated and implied • Draw on contextual evidence to make sense of what is read • Explain and discuss their understanding of what they have read and words they have encountered • Ask questions to enhance understanding of the text • Draws inferences such as inferring characters' feelings, thoughts and motives from their actions • Explain and justify their personal opinions about the text • Make basic comparisons within and across different texts • Identifying main ideas drawn from more than one paragraph and summarise these • Asking and answering appropriate questions related to text	<ul style="list-style-type: none"> • Make simple comments that show awareness of the effect of the text on the reader (e.g. commenting on the language used to create mood or build tension) • Identify how punctuation adds effect and the impact this has
4	Pupils read further exception words and note the unusual correspondences between spelling and sound, and where these occur in the word. • Pupils are able to retrieve and record information • Make predictions based on details stated and implied • Draw on contextual evidence to make sense of what is read • Explain and discuss their understanding of what they have read and words they have encountered • Ask questions to enhance understanding of the text • Draws inferences such as inferring characters' feelings, thoughts and motives from their actions • Explain and justify their personal opinions about the text • Make basic comparisons within and across different texts • Identifying main ideas drawn from more than one paragraph and summarise these • Asking and answering appropriate questions related to text	<ul style="list-style-type: none"> • Make simple comments that show awareness of the effect of the text on the reader (e.g. commenting on the language used to create mood or build tension) • Identify how punctuation adds effect and the impact this has
5	Read age-appropriate books with confidence and fluency (including whole novels) • Retrieve and record information • Predict what might happen from details stated and implied • Read aloud with intonation that shows understanding • Work out the meaning of words from the	<ul style="list-style-type: none"> Identify key details using quotations for illustration (Point, Explanation, Evidence) • Evaluate how authors use language (including figurative language), structure,

	context • Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence • Make comparisons within and across books • Summarise main ideas, identifying key details and using quotations for illustration • Asking and answering appropriate questions relating to text	presentation, punctuation, considering the intention and impact on the reader. This should include summarising these features across the text
6	Read age-appropriate books with confidence and fluency (including whole novels) • Retrieve and record information • Predict what might happen from details stated and implied • Read aloud with intonation that shows understanding • Work out the meaning of words from the context • Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence • Make comparisons within and across books • Summarise main ideas, identifying key details and using quotations for illustration • Asking and answering appropriate questions relating to text	Identify key details using quotations for illustration (Point, Explanation, Evidence) • Evaluate how authors use language (including figurative language), structure, presentation, punctuation, considering the intention and impact on the reader. This should include summarising these features across the text

Writing		
Year	Expected	Greater Depth
R	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.	• Children can spell phonically regular words of more than one syllable as well as many irregular but high frequency words. They use key features of narrative in their own writing.
1	Sequence sentences to form short narratives • Punctuate sentences using a capital letter and a full stop mostly correctly • Use conjunctions to join clauses e.g. 'and' • Leave spaces between words • Use a capital letter for the personal pronoun 'I' • Use a capital letter for names of people, places, the days of the week mostly correctly • Spell words containing each of the 40+ phonemes already taught mostly accurately • Show some accurate use of –ing –ed –er –est where no change is needed in the spelling of root words for example: helping,	Link sentences together with increasing fluency to form a short narrative • Consistently punctuate sentences correctly and capitalize proper nouns consistently and accurately • Draw on stories they know to inform their language and sentence structure in their writing • Re read writing and make

	<p>helped, helper • Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p>	<p>appropriate revisions so that the word choices are effective</p>
2	<p>• Write simple, coherent narratives about personal experiences and those of others (real or fictional) • Write about real events, recording these simply and clearly • Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required • Use present and past tense mostly correctly and consistently • Use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses • Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others • Spell many common exception words * • Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • Use spacing between words that reflects the size of letters</p>	<p>Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing • Make simple additions, revisions and proofreading corrections to their own writing • Use the punctuation taught at Key Stage 1 mostly correctly ^ • Spell most common exception words * • Add suffixes to spell most words correctly in their writing (e.g. – ment, –ness, ful, –less, –ly) * • Use the diagonal and horizontal strokes needed to join some letters</p>
3	<p>Write effectively for a range of purposes and audiences, using appropriate language • In narratives, develop settings, characters and plot • Include dialogue in narrative, punctuated with inverted commas • Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because and although • Use adverbs and prepositions to express time and cause • In non-narrative writing, use simple organisational devices (for example, headings and sub-headings) • Begin to use accurate verb tenses and subject-verb agreement in pieces of writing • Correctly use capital letters, full stops, question marks, exclamation marks, commas for lists, and apostrophes for contractions and singular possession • Accurately spell of the majority of the words on the KS1 spelling list and some of the words on the Year 3/4 spelling list • Apply the Year 3/4 rules that have been taught, including accurately spelling words with some prefixes and suffixes and some common homophones • Use legible, joined handwriting</p>	<p>Use sentences which enhance meaning through specific vocabulary and language choices • Show some awareness of purpose through selection of relevant content and an attempt to interest the reader • Begin to choose language used in dialogue to convey the character's thoughts and feelings effectively</p>

4	<ul style="list-style-type: none"> • Write effectively for a range of purposes and audiences, starting to select language to interest and engage the reader • In narratives, describe settings and characters, using a range of descriptive devices • Include correctly punctuated dialogue in narrative • Show appropriate use of fronted adverbials, correctly including the appropriate use of a comma • Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositions • Organise paragraphs around a theme and in non-fiction writing use appropriate organisational devices • Choose nouns or pronouns appropriately for clarity and cohesion • Ensure consistent and correct use of verb tense and subject-verb agreement throughout pieces of writing • Correctly use capital letters, full stops, question marks, exclamation marks, commas for lists, and apostrophes for contractions and for both singular and plural possession • Accurately spell of the majority of the words on the Year 3/4 spelling list and apply the Year 3/4 spelling rules mostly consistently • Use legible, joined handwriting 	<p>Develop ideas and events through some deliberate selection of phrases and vocabulary e.g. technical terminology, vivid language, word choice for emphasis</p> <ul style="list-style-type: none"> • Demonstrate conscious control of paragraphing to help shape the overall piece (e.g. change of time/place/event) • Use precise and effective noun phrases and adverbial phrases to expand sentences with awareness of impact on the reader • Choose language used in dialogue effectively to convey characters thoughts and feelings
5	<p>Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader</p> <ul style="list-style-type: none"> • In narratives, describe settings and characters and begin to describe atmosphere through selection of vocabulary and grammatical structures • Include dialogue within narratives to develop characters • Use the grammatical structures taught in Year 5 appropriately for the audience and purpose of the text e.g. modal verbs and adverbs to indicate degrees of possibility, relative clauses using a wide range of relative pronouns or an implied relative pronoun • Begin to manipulate sentence structure for effect • Use a range of devices to build cohesion within paragraphs e.g. pronouns, adverbials of time and place • Ensure consistent and correct use of verb tense and subject-verb agreement throughout pieces of writing • Use a range of punctuation, mostly accurately, including: parenthesis, brackets, dashes, ellipses, hyphens and colons to introduce lists • Accurately spell of the majority of words from Year 3/4 spelling list and apply spelling rules from Year 3/4 curriculum 	<p>Manage shifts in viewpoint within a piece of writing with careful selection of language</p> <ul style="list-style-type: none"> • Create cohesion within and across paragraphs using a range of devices e.g. reference chains, adverbials of time, place and number, and tense choices • Manipulate language and sentence structure to alter/change the meaning, and explain the impact of their choices on the reader • Use the passive and active voice appropriately to control the level of formality of a piece of writing • Use a range of punctuation to enhance meaning

	<p>Accurately spell of some words from Year 5/6 spelling list and apply the spelling rules from Year 5/6 curriculum that have been taught • Use a dictionary to check the spelling of more uncommon or ambitious vocabulary • Maintain legible, joined handwriting</p>	
6	<p>Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. The use of the first person in a diary; direct address in instructions and persuasive writing) • In narratives, describe settings, characters and atmosphere • Integrate dialogue in narratives to convey character and advance the action • Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) • Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs • Use verb tenses consistently and correctly throughout their writing • Use the range of punctuation taught at Key Stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech) • Spell correctly most words from the Year 5/6 spelling list* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary • Maintain legibility in joined handwriting when writing at speed</p>	<p>Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure) • Distinguish between the language of speech and writing and choose the appropriate register ** • Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this • Use the range of punctuation taught at Key Stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity</p>

Speaking and Listening	
Year	Expected
R	<p>Listen attentively in a range of situations • Listen to stories, accurately anticipating key events • Respond to what they hear with relevant comments, questions or actions • Give their attention to what others say and respond appropriately, while engaged in another activity • Follow instructions involving several ideas or actions • Answer 'how' and 'why' questions about their experiences and in response to stories or events • Express themselves effectively, showing awareness of listeners' needs. • Use past, present and future forms accurately when talking</p>

	about events that have happened or are to happen in the future • Develop their own narratives and explanations by connecting ideas or events.
1	• Develop ideas and feelings through sustained • Speaking turns • Organise talk to help the listener, with overall structure evident • Adapt language and nonverbal features to suit content and audience • Respond to the speaker's main ideas, developing them through generally relevant comments and suggestions • Attempt different roles and responsibilities in pairs or groups • Show understanding of characters or situations by adapting speech, gesture, and movement, helping to create roles and scenarios
2	Recount experiences and imagine possibilities, • Often connecting ideas vary talk in simple ways to gain and hold attention of the listener • Make specific vocabulary choices and use nonverbal features that show awareness of different purposes and listeners In some contexts • Listen and respond to the speaker, making simple comments and suggestions make helpful contributions when speaking in turn in pairs, and small groups Extend experience and ideas, adapting speech, gesture, or movement to simple roles and different scenarios • Show awareness of ways in which speakers vary talk, and why,
3	Express feelings and ideas when speaking about matters of immediate interest • Talk in ways that are audible and intelligible to familiar others show some awareness of the listener by making changes to language and non-verbal features In some contexts • Understand and engage with the speaker ,demonstrating attentive listening • Engage with others through taking turns in pairs and small groups Engage in imaginative play enacting simple characters and situations using everyday speech, gesture, or movement • Notice simple differences in speakers' use of language and try out new words and ways of expressing meaning
4	Talking to and with others • Speak in extended turns to express straightforward ideas and feelings, with some relevant detail, structure talk in ways which support meaning and show attention to the listener • Vary vocabulary, grammar, and nonverbal features to suit audience, purpose, and context Talking with in role play and drama • Show generally clear understanding of content and how it is presented, sometime introducing new material or ideas • Take on straightforward roles and responsibilities in pairs and groups Talking about talk • Convey straightforward ideas about characters and situations, making deliberate choices of speech, gesture, and movement in different role and scenario • Show understanding of how and why language choices vary in their own and others' talk in different situations
5	Talking to and with others • Express and explain relevant ideas and feelings, with some elaboration to make meaning explicit • Shape talk in deliberate ways for clarity and effect to engage the listener • Adapt vocabulary, grammar, and nonverbal features in ways well-matched to audience, purpose, and context • Recognise significant details and implicit meanings, developing the speaker's ideas in different ways Talking within role play and

	<p>drama • Sustain roles and responsibilities with independence in pairs or groups, sometimes shaping overall direction of talk with effective contributions • Show insight into texts and issues through deliberate choices of speech, gesture, and movement, beginning to sustain and adapt different roles and scenarios Talking about talk • Explain features of own and others' language use, showing understanding of effect of varying language for different purposes and situations</p>
6	<p>Talking to and with others • Explore complex ideas and feelings in a range of ways, both succinct and extended maintain generally controlled and effective organisation of talk to guide the listener • Adapt vocabulary, grammar, and nonverbal features to meet an increasing range of demands • Engage with complex material making perceptive responses, showing awareness of the speaker's aims and extending meanings Talking within role play and drama • Adopt group roles and responsibilities independently, drawing ideas together and promoting effective discussion Talking about talk • Demonstrate empathy and understanding through flexible choices of speech, gesture, and movement, adapting roles convincingly to explore ideas and issues • Analyse meaning and impact of spoken language variation, exploring significant details in own and others' language</p>