

## Escomb Primary School English Curriculum (2019-20)

	Term 1 Autumn	Term 2 Spring	Term 3 Summer	Total Lessons/Hours 5 hours per week
<b>Year 1</b>	<p>Phonic programme - Read, Write Inc. Name letters of the alphabet. Match graphemes for all phonemes. Read accurately by blending sounds. Read contractions &amp; understand purpose. Texts include: poetry, key stories, traditional stories, fairy stories and nonfiction Link reading to own experiences. Join in with predictable phrases. Discuss significance of title &amp; events. Make simple predictions. Read phonics books aloud. Phonics / Spelling programme Words split into syllables. Compound words. Prefix 'un-' Adding '-s' or '-es'. Suffixes '-ing', '-ed', '-er' and '-est'. Spell very common 'exception' words. Spell days of the week. Short narratives- writing narratives with beginning, middle and end based on familiar stories, drawing on some key narrative language (traditional, fairy and stories with familiar settings). Recounts – based on experience, events or visits, writing events in chronological order. Also a wide range of other writing opportunities. Form lower case letters correctly. Form capital letters &amp; digits. Compose sentences orally before writing. Read own writing to peers or teachers. Leave spaces between words. Begin to use basic punctuation: full stop, question marks, and exclamation marks. Use capital letters for proper nouns. Use common plural &amp; verb suffixes. Poetry – to perform simple list poems. Listen &amp; respond appropriately. Ask relevant questions. Maintain attention &amp; participate. Present learning clearly to an audience.</p>			
<b>Year 2</b>	<p>Phonic programme – Read write Inc Develop phonics until decoding secure. Read &amp; re-read phonic-appropriate books Texts include: poetry (contemporary and classic), traditional stories, fairy stories, nonfiction texts (NC p 28) Develop phonics until decoding secure. Become familiar with &amp; retell stories. Ask &amp; answer questions; make predictions. Begin to make inferences Spelling Programme. Suffixes '-ed', '-ing', '-er' and '-est'. How words ending in a 'y' or an 'e' change when a suffix is added. The spelling of root words changes when the suffixes '-ment', '-ness', '-ful', '-less' and '-ly' are added. Investigate the meanings and spellings of common homophones and near-homophones. Investigate when to use the different spellings of the /dʒ/ sound. Writing : Narratives about personal experiences and those of others (real and fictional); about real events; poetry and for different purposes (NC p 31) Use appropriate size letters &amp; spaces. Develop positive attitude &amp; stamina for writing. Begin to plan ideas for writing. Record ideas sentence-by-sentence. Make simple additions &amp; changes after proof-reading Use full stops, exclamation marks, question marks and commas. Use simple conjunctions. Begin to expand noun phrases. Use some features of standard English. Articulate &amp; Justify answers. Initiate &amp; respond to comments. Use spoken language to develop understanding</p>			
<b>Year 3</b>	<p>Use knowledge to read 'exception' words. Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet Texts include: wide range of fiction (including fairy stories and myths and legends), poetry, plays, nonfiction texts and reference books / text books and dictionaries Read range of fiction &amp; non-fiction. Use dictionaries to check meaning. Prepare poems &amp; plays to perform. Check own understanding of reading. Draw inferences &amp; make predictions. Retrieve &amp; record information from non-fiction books. Discuss reading with others. Spelling programme- Investigate how spelling changes when suffixes beginning with vowel letters are added to words of more than one syllable. Investigate how the prefixes 'dis-' and 'mis-' can be added to words to change their meaning. Investigate words that have their origin in the French language. Investigate the spelling rules for adding the suffix '-ly' to adjectives to create adverbs. Investigate the meanings and spellings of further homophones and near-homophones. Writing: narrative and non-narrative: Use prefixes &amp; suffixes in spelling. Use dictionary to confirm spellings. Write simple dictated sentences. Use handwriting joins appropriately. Plan to write based on familiar forms. Rehearse sentences orally for writing. Use varied rich vocabulary. Create simple settings &amp; plot. Assess effectiveness of own and others' writing. Non-chronological reports – opening, paragraphs, closing statement. Narrative with sequential structure – Opening, build-up, problem, resolution, ending. Also a wide range of other writing opportunities. Use range of conjunctions. Use perfect tense. Use range of nouns &amp; pronouns. Use time connectives. Introduce speech punctuation. Know language of clauses Give structured descriptions. Participate actively in conversation. Consider &amp; evaluate different viewpoints</p>			
<b>Year 4</b>	<p>Secure decoding of unfamiliar words Texts include : wide range of fiction (including fairy stories and myths and legends), poetry, plays, non-fiction texts and reference books / text books and dictionaries</p>			

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	<p>Read for a range of purposes. Retell some stories orally. Discuss words &amp; phrases that capture the imagination. Identify themes &amp; conventions. Retrieve &amp; record information. Make inferences &amp; justify predictions. Recognise a variety of forms of poetry. Identify &amp; summarise ideas</p> <p>Spelling programme Correctly spell common homophones. Learn spelling rules for adding further prefixes and suffixes. Use dictionaries to check spelling. Investigate words that have their origin in Latin or ancient Greek.</p> <p>Writing - narrative and non-narrative</p> <p>Writing based on familiar forms. Organise writing into paragraphs. Use simple organisational devices. Evaluate own and others' writing. Read own writing aloud. Proof-read for spelling &amp; punctuation errors.</p> <p>Increase regularity of handwriting</p> <p>Non-fiction - Persuasion/explanation Narrative with clear sequential structure, paragraphed accurately- imaginary, historical, science fiction</p> <p>-Also a wide range of other writing opportunities</p> <p>Use wider range of conjunctions Use perfect tense appropriately Select pronouns and nouns for clarity</p> <p>Use &amp; punctuate direct speech. Use commas after front adverbials</p> <p>Articulate &amp; justify opinions Speak audibly in Standard English Gain, maintain &amp; monitor interest of listeners</p> <p>Performing poetry Present learning to an audience</p>
<b>Year 5</b>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet.</p> <p>Texts include: wide range of fiction (including fairy stories, myths and legends, modern fiction, fiction from our literary heritage and books from other cultures and traditions), poetry, plays, non-fiction texts and reference books / text books</p> <p>Apply knowledge of morphology &amp; etymology when reading new words. Reading &amp; discuss a broad range of genres &amp; texts. Identifying &amp; discussing theme. Make recommendations to others. Learn poetry by heart. Draw inference &amp; make predictions. Discuss authors' use of language. Retrieve &amp; present information from non-fiction texts. Formal presentations &amp; debates</p> <p>Spelling programme: Use dictionaries. Distinguish between homophones and other words which are often confused. Use hyphens to avoid ambiguity Use a thesaurus. Use further prefixes, suffixes homophones, silent letters, etc.</p> <p>Writing focusing on audience, purpose and form</p> <p>Use a thesaurus. Legible, fluent handwriting. Plan writing to suit audience &amp; purpose. Develop character, setting and atmosphere in narrative. Use organisational &amp; presentational features. Use consistent appropriate tense. Proof-reading. Perform own compositions</p> <p>-Recount-biography and autobiography; written in chronological order</p> <p>- Non- chronological comparative report – compares and contrasts two subjects</p> <p>- Persuasion – one point of view – opening statement/ stance, supporting evidence, closing statement</p> <p>Also a wide range of other writing opportunities</p> <p>Use expanded noun phrases. Use modal &amp; passive verbs. Use relative clauses. Use commas for clauses. Use brackets, dashes &amp; commas for parenthesis</p> <p>Give well-structured explanations. Command of Standard English. Consider &amp; evaluate different viewpoints. Use appropriate register.</p>
<b>Year 6</b>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.</p> <p>Texts include: wide range of fiction (including fairy stories, myths and legends, modern fiction, fiction from our literary heritage and books from other cultures and traditions), poetry, plays, non fiction texts and reference books /text books</p> <p>Read a broad range of genres. Recommend books to others. Make comparisons within/across books. Support inferences with evidence. Summarising key points from texts. Identify how language, structure, etc. contribute to meaning. Discuss use of language, inc. Figurative. Discuss &amp; explain reading, providing reasoned justifications for views.</p> <p>Spelling programme: Distinguish between homophones and other words which are often confused. Understand that the spelling of some words needs to be learnt specifically. Investigate the spelling rule ‘i’ before ‘e’ except after ‘c’. Investigate the different sounds that the ‘ough’ letter string can represent. Spell some words with ‘silent’ letters.</p> <p>Use knowledge of morphology &amp; etymology in spelling.</p> <p>Writing focusing on audience, purpose and form</p> <p>Develop legible personal handwriting style. Plan writing to suit audience &amp; purpose; use models of writing. Develop character &amp; setting in narrative. Select grammar &amp; vocabulary for effect .Use a wide range of cohesive devices. Ensure grammatical consistency</p> <p>-Persuasion/recount/journalistic writing</p> <p>Also a wide range of other writing opportunities</p> <p>Use appropriate register/ style. Use the passive voice for purpose. Use features to convey &amp; clarify meaning. Use full punctuation. Use language of subject/object</p> <p>Use questions to build knowledge. Articulate arguments and opinions. Use spoken language to speculate, hypothesise and explore. Use appropriate register and language. Perform poetry</p>