

Mayflower Community Academy English Curriculum

Updated July 2014



Year 1 programme of study (Statutory Requirements)	Notes and guidance (non- statutory)
<p>READING Word reading Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ apply phonic knowledge and skills as the route to decode words ▪ respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes ▪ read accurately by blending sounds in unfamiliar words containing GPCs that have been taught ▪ read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word ▪ read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings ▪ read other words of more than one syllable that contain taught GPCs ▪ read words with contractions, e.g. I’m, I’ll, we’ll, and understand that the apostrophe represents the omitted letter(s) ▪ read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words ▪ re-read these books to build up their fluency and confidence in word reading 	<p>READING Word reading</p> <p>Pupils should revise and consolidate the grapheme-phoneme correspondences (GPCs) and the common exception words taught in Reception. The academy will assess and monitor all children (PALS Tracker) and group them accordingly. This will ensure that they progress rapidly through the phases and are taught at the correct differentiated stage. As soon as they can read words comprising the year 1 GPCs accurately and speedily, they should move on to the year 2 programme of study for word reading.</p> <p>The number, order and choice of exception words taught will be as stated in the schools phonic progression. Ensuring that pupils are aware of the GPCs they contain, however unusual these are, supports spelling later.</p> <p>Young readers encounter words that they have not seen before much more frequently than experienced readers do, and they may not know the meaning of some of these. Practice at reading such words by sounding and blending can provide opportunities not only for pupils to develop confidence in their decoding skills, but also for teachers to explain the meaning and thus develop pupils’ vocabulary Developing vocabulary is an essential focus across the curriculum. This is achieved through the use of Pie Corbett (Talk for Writing) and shared or guided reading opportunities. Academy staff use an amalgamation of national schemes such as ‘Letters and Sounds’ and ‘Jolly Phonics’ to model and teach reading skills.</p> <p>Pupils should be taught how to read words with suffixes by being helped to build on the root words that they can read already. Pupils’ reading and re-reading of books that are closely matched to their developing phonic knowledge and knowledge of common exception words supports their fluency, as well as increasing their confidence in their reading skills. Fluent word reading greatly assists comprehension, especially when pupils come to read longer books.</p>
<p>WRITING Transcription <i>Spelling</i> (see Appendix 1) Pupils should be taught to:</p> <p>spell:</p> <ul style="list-style-type: none"> ▪ words containing each of the 40+ phonemes already taught ▪ common exception words the days of the week ▪ name the letters of the alphabet: ▪ naming the letters of the alphabet in order ▪ using letter names to distinguish between alternative spellings of the same sound ▪ add prefixes and suffixes: ▪ using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs ▪ using the prefix un– ▪ using –ing, –ed, –er and –est where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper, eating, quicker, quickest</i>) ▪ apply simple spelling rules and guidelines, as listed in Appendix 1 	<p>WRITING Transcription <i>Spelling</i></p> <p>Spelling should be taught alongside reading, so that pupils understand that they can read back words they have spelt.</p> <p>Pupils will have personalised spellings in word drawers from the high-frequency and common exception word lists and these will be taught and rehearsed regularly. In addition to words covered in phonics sessions, children will learn new vocabulary which is linked to their current topic theme.</p> <p>Pupils should be shown how to segment words into individual phonemes and then how to represent the phonemes by the appropriate grapheme(s). It is important to recognise that phoneme-grapheme correspondences (which underpin spelling) are more variable than GPCs (which underpin reading). For this reason, pupils need to do much more word-specific rehearsal for spelling than for reading.</p> <p>Phonics is taught in groups determined by stage. Regular staff training ensures the consistent use of language and terminology used by all adults. Pupils are explicitly taught how to decode or build up spellings.</p> <p>At this stage pupils will be spelling some words in a phonically plausible way, even if sometimes incorrectly. Misspellings of words that pupils have been taught should be corrected; other misspelt words should be used to teach pupils about alternative ways of representing those sounds.</p> <p>Spellings are taught in phonic phases and include common exception words in accordance with Appendix 1 of the new curriculum. Teachers’ marking will ensure that inaccurate spelling of target words will be highlighted and children will copy out the words in line with the PERMS marking policy.</p>

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<ul style="list-style-type: none"> write from memory simple sentences dictated by the teacher that include words taught so far. 	<p>Writing simple dictated sentences that include words taught so far gives pupils opportunities to apply and practise their spelling.</p>				
<p>Handwriting</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place form capital letters form digits 0-9 understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. 	<p>Handwriting</p> <p>Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided.</p> <p>Initially, children are taught 'cursive print' and when correct formation of individual letters is achieved, progress to 'cursive joined'. Correct formation of letters will be modelled and practised as phonemes are introduced throughout the phonics phases and all diagraphs and trigraphs are taught as 'cursive joined'. The academy uses a wide variety of pencils and pens to suit individuals. Children work towards achieving their Bronze, Silver and Gold Pen Licences. These are presented in academy assemblies where parents/carers are invited to share their achievement.</p> <p>Left-handed pupils should receive specific teaching to meet their needs. Left handed scissors and moulded pens and pencils are available for children. Left handed staff support children where extra help is required.</p>				
<p>Composition</p> <p>Pupils should be taught to write sentences by:</p> <ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher. 	<p>Composition</p> <p>At the beginning of year 1, not all pupils will have the spelling and handwriting skills they need to write down everything that they can compose out loud. Pie Corbett 'Talk for Writing' is used as the foundation for text types so that all children can access writing. http://www.talk4writing.co.uk/</p> <p>Pupils should understand, through demonstration, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.</p> <p>Regular modelling is a strong feature of all Literacy lessons. Clear differentiation at Mayflower Academy is integral to all aspects of Literacy and will ensure that children are taught key skills as well as text specific features.</p>				
<p>Vocabulary, grammar and punctuation</p> <p>Pupils should be taught to:</p> <p>develop their understanding of the concepts set out in Appendix 2 by:</p> <ul style="list-style-type: none"> leaving spaces between words joining words and joining sentences using <i>and</i> beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' learning the grammar in column 1 in year 1 in Appendix 2 use the grammatical terminology in Appendix 2 when discussing their writing. 	<p>Vocabulary, grammar and punctuation</p> <p>Pupils should be taught to recognise sentence boundaries in spoken sentences and to use the vocabulary listed in Appendix 2 when their writing is discussed.</p> <p>Pupils should begin to use some of the distinctive features of Standard English in their writing. 'Standard English' is defined in the glossary.</p> <p>Correcting speech so that children use grammatically correct structures is a feature of the Academy. This is implemented sensitively following Speech and Language Team advice to simply repeat what has been said clearly.</p> <p>Learning walls also act as reference points for pupils and are used to model good examples of standard English structures.</p>				
<p>Grammar appendix 2</p>					
<p>Year</p>	<p>Word</p>	<p>Sentence</p>	<p>Text</p>	<p>Punctuation</p>	<p>Terminology for pupils</p>
<p>1</p>	<p>Regular plural noun suffixes –s or –es (e.g. <i>dog, dogs; wish, wishes</i>), including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs</p>	<p>How words can combine to make sentences</p>	<p>Sequencing sentences to form short narratives</p>	<p>Separation of words with spaces Introduction to capital letters, full stops, question marks and</p>	<p>letter, capital letter word, singular, plural sentence punctuation, full stop,</p>

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<p>where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>) How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. <i>unkind</i>, or undoing, e.g. <i>untie the boat</i>)</p>	<p>Joining words and joining clauses using <i>and</i></p>		<p>exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I</p>	<p>question mark, exclamation mark</p>
Year 2 programme of study (statutory requirements)		Notes and guidance (non- statutory)		
<p>READING Word reading</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same GPCs as above read words containing common suffixes read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word read most words quickly and accurately when they have been frequently encountered without overt sounding and blending read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation re-read these books to build up their fluency and confidence in word reading. <p>READING Comprehension</p> <p>Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> listening to, discussing and expressing views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently discussing the sequence of events in books and how items of information are related becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales being introduced to non-fiction books that are structured in different ways recognising simple recurring literary language in stories and poetry discussing their favourite words and phrases continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the 		<p>READING Word reading</p> <p>Pupils should revise and consolidate the GPCs and the common exception words taught in year 1. The exception words taught will vary slightly, depending on the phonics programme being used. As soon as pupils can read words comprising the year 2 GPCs accurately and speedily, they should move on to the years 3 and 4 programme of study for word reading.</p> <p>When teaching pupils how to read longer words, pupils should be shown syllable boundaries and how to read each syllable separately before they combine them to read the word.</p> <p>Pupils should be taught how to read suffixes by building on the root words that they have already learnt. The whole suffix should be taught as well as the letters that make it up.</p> <p>Pupils who are still at the early stages of learning to read should have ample practice in reading books that are closely matched to their developing phonic knowledge and knowledge of common exception words. As soon as the decoding of most regular words and common exception words is embedded fully, the range of books that pupils can read independently will expand rapidly. Pupils should have opportunities to exercise choice in selecting books and be taught how to do so.</p> <p>All pupils have individual reading books which are sent home and all pupils are listened to regularly in school. Teachers regularly assess the progress children are making to ensure they are reading appropriate books. The academy uses 'Benchmarking' as an additional reading assessment tool. A wide and progressive range of reading material is available to the children through our reading scheme books, the academy library, Plymouth Schools Library Service and North Prospect library. This will ensure children can access fiction and non-fiction texts at an appropriate level to promote accuracy and comprehension.</p> <p>READING Comprehension</p> <p>Pupils should be encouraged to read all the words in a sentence and to do this accurately, so that their understanding of what they read is not hindered by imprecise decoding, e.g. by reading 'place' instead of 'palace'.</p> <p>Pupils should monitor what they read, checking that the word they have decoded fits in with what else they have read and makes sense in the context of what they already know about the topic.</p> <p>Explain the meaning of new words within the context of what pupils are reading, and encourage them to use morphology (such as prefixes) to work out unknown words.</p> <p>Pupils should learn about cause and effect in both narrative and non-fiction (e.g. what has prompted a character's behaviour in a story; why certain dates are commemorated annually). 'Thinking aloud' when reading to pupils may help them</p>		



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<p>meaning clear</p> <p>Pupils should be taught to understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> ▪ drawing on what they already know or on background information and vocabulary provided by the teacher ▪ checking that the text makes sense to them as they read and correcting inaccurate reading ▪ making inferences on the basis of what is being said and done ▪ answering and asking questions ▪ predicting what might happen on the basis of what has been read so far <p>Pupils should be taught to participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>Pupils should be taught to explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	<p>to understand what skilled readers do.</p> <p>Deliberate steps should be taken to increase pupils' vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written language.</p> <p>Discussion should be demonstrated to pupils. They should be guided to participate in it and they should be helped to consider the opinions of others. They should receive feedback on their discussions.</p> <p>Role-play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to.</p> <p>Guided reading begins with a whole class shared text with a strong focus on developing extending vocabulary and grammar, decoding and comprehension. Pupils are given opportunities to re-read, explore, perform and discuss a range of texts. Teachers use strategies such as questioning to gauge the level of understanding of the pupils.</p>
<p>WRITING</p> <p>Transcription</p> <p><i>Spelling</i> (see Appendix 1)</p> <p>Pupils should be taught to spell by:</p> <ul style="list-style-type: none"> ▪ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones ▪ learning to spell common exception words ▪ learning to spell more words with contracted forms ▪ distinguishing between homophones and near-homophones ▪ add suffixes to spell longer words, e.g. <i>-ment, -ness, -ful,</i> ▪ <i>-less, -ly</i> ▪ apply spelling rules and guidelines, as listed in Appendix 1 ▪ writing from memory simple sentences dictated by the teacher that include words and punctuation taught so far. 	<p>WRITING</p> <p>Transcription</p> <p><i>Spelling</i></p> <p>Pupils will have personalised spellings in word drawers from the high-frequency and common exception word lists and these will be taught and rehearsed regularly. In addition to words covered in phonics sessions, children will learn new vocabulary linked to their current theme.</p> <p>In year 2, pupils move towards more word-specific knowledge of spelling, including homophones. The process of spelling should be emphasised: that is, that spelling involves segmenting spoken words into phonemes and then representing all the phonemes by graphemes in the right order. Pupils should do this both for single-syllable and multi-syllabic words.</p> <p>At this stage pupils will still be spelling some words in a phonically plausible way, even if sometimes incorrectly. Misspellings of words that pupils have been taught should be corrected; other misspelt words can be used as an opportunity to teach pupils about alternative ways of representing sounds.</p> <p>Spellings are taught in phonic phases and include common exception words in accordance with Appendix 1 of the new curriculum. Teachers' marking will ensure that inaccurate spelling of target words will be highlighted and children will copy the words out in line with the PERMS marking policy.</p>
<p>Composition</p> <p>Pupils should be taught to develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> ▪ writing narratives about personal experiences and those of others (real and fictional) ▪ writing about real events ▪ writing poetry ▪ writing for different purposes 	<p>Composition</p> <p>Reading and listening to whole books, not simply extracts, helps pupils to increase their vocabulary and grammatical knowledge, including their knowledge of the vocabulary and grammar of Standard English. These activities also help them to understand how different types of writing, including narratives, are structured. All these can be drawn on for their writing.</p> <p>Pupils should understand, through being shown, the skills and processes</p>

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<p>Pupils should be taught to consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence <p>Pupils should be taught to make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> evaluating their writing with the teacher and other pupils re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly) <p>Pupils should be taught to read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.</p> <p>Drama and role-play can contribute to the quality of pupils' writing by providing opportunities for pupils to develop and order their ideas by playing roles and improvising scenes in various settings.</p> <p>Pupils might draw on and use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.</p> <p>Through the application of 'Talk for Writing', pupils evaluate the effectiveness of their writing to an audience.</p> <p>Talk partners and peer checking partners, using the academy's PERMS marking model, are an integral part of the writing process. Teachers ensure that children are given explicit support to suggest meaningful enhancements. Children should be encouraged to use differentiated success ladders for each genre. These need to be developed with pupils to ensure they have a clear understanding of what is required and what they can do to improve their writing.</p> <p>The academy believes role play is an essential part of the opening phases of the 'Talk for Writing' process for each text type. Teachers choose texts carefully to ensure that they are both engaging and challenging. They introduce a new text to the children using 'Talk for Writing' to enable pupils to engage and memorize key story features.</p> <p>Written outcomes are marked to inform pupils of their next steps and these are shared with them frequently following PERMS.</p>
<p>Handwriting</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> form lower-case letters of the correct size relative to one another start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined write 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 the letters. 	<p>Handwriting</p> <p>Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.</p> <p>Initially, children are taught 'cursive print' and when correct formation of individual letters is achieved, progress to 'cursive joined'. Correct formation of letters will be modelled and practised as phonemes are introduced throughout the phonics phases and all digraphs and trigraphs are taught as 'cursive joined'. The academy uses a wide variety of pencils and pens to suit individuals. Children work towards achieving their Bronze, Silver and Gold Pen Licences. These are presented in academy assemblies where parents/carers are invited to share their achievement.</p>
<p>Vocabulary, Grammar and Punctuation</p> <p>Pupils should be taught to develop their understanding of the concepts set out in Appendix 2 by:</p> <ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly (see Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms <p>Pupils should be taught how to use:</p> <ul style="list-style-type: none"> sentences with different forms: statement, question, exclamation, command 	<p>Vocabulary, Grammar and Punctuation</p> <p>The terms for discussing language should be embedded for pupils in the course of discussing their writing with them. Their attention should be drawn to the technical terms they need to learn.</p> <p>Correcting speech so that children use grammatically correct structures is a feature of the school. This is sensitively following Speech and Language Team advice to simply repeat what has been said clearly.</p> <p>Learning walls also act as reference points for pupils and are used to model good examples of standard English structures.</p> <p>The teaching of vocabulary, grammar and punctuation will form an integral part of Literacy and Phonics sessions. Teachers will model target terminology and use it accurately and consistently when talking to children.</p>

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<ul style="list-style-type: none"> expanded noun phrases to describe and specify, e.g. the blue butterfly the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) the grammar in column 1 of year 2 in Appendix 2 some features of written Standard English use and understand the grammatical terminology in Appendix 2 in discussing their writing. 	
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Grammar appendix 2

Year 2	Word	Sentence	Text	Punctuation	Terminology for pupils
	<p>Formation of nouns using suffixes such as <i>-ness, -er</i> and by compounding (e.g. <i>whiteboard, superman</i>)</p> <p>Formation of adjectives using suffixes such as <i>-ful, -less</i> (A fuller list of suffixes can be found in the year 2 spelling appendix.)</p> <p>Use of the suffixes <i>-er, -est</i> in adjectives and <i>-ly</i> to turn adjectives into adverbs</p>	<p>Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>)</p> <p>Expanded noun phrases for description and specification (e.g. <i>the blue butterfly, plain flour, the man in the moon</i>)</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>	<p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>)</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling</p>	<p>noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, tense (past, present), apostrophe, comma</p>

Year 3/4 programme of study (statutory requirements)

Notes and guidance (non-statutory)

READING

Word reading

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

At this stage, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary.

When pupils are taught to read longer words, they should be supported to test out different pronunciations. They will attempt to match what they decode to words they may have already heard but may not have seen in print: e.g. in reading technical, the pronunciation /tɛtʃnɪkəl/ ('tetchnical') might not sound familiar, but /tɛknɪkəl/ ('teknical') should.

This will be the focus of guided reading and individual sessions as well as being covered comprehensively through shared text discussion.

Each class will have daily readers and all children will be listened to individually on a regular basis.

Comprehension

Pupils should be taught to:

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

Comprehension

The focus should continue to be on pupils' comprehension as a primary element in reading. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge.

Texts for shared reading will be chosen specifically to engage pupils and enhance comprehension skills.

Guided reading begins with a whole class shared text with a strong focus on developing extending vocabulary and grammar, decoding and comprehension. Pupils



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<p>purposes</p> <ul style="list-style-type: none"> • using dictionaries to check the meaning of words that they have read • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books • 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 (e.g. free verse, narrative poetry) • understand what they read, in books they can read independently, by: • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • asking questions to improve their understanding of a text • 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 • identifying main ideas drawn from more than one paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning • 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. 	<p>a given opportunities to re-read, explore, perform and discuss a range of texts. Teachers use strategies such as questioning to gauge the level of understanding of the pupils.</p> <p>Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales. They should also learn the conventions of different types of writing, such as the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions. Chosen texts will cover a range of genres across the 2 year cycle.</p> <p>Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words. All teachers will share a range of class texts at the end of the academy day to model and extend vocabulary. The library will be used regularly by pupils and every classroom has a reading area.</p> <p>Pupils should continue to have opportunities to listen frequently to stories, poems, non-fiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they also meet books and authors that they might not choose themselves. Pupils should also have opportunities to exercise choice in selecting books and be taught how to do so, with teachers making use of any available library services and expertise to support this. The academy is planning to introduce class story sessions where parents are invited to share reading experiences with their children. The academy will work in partnership with the local library hub to create additional opportunities and rewards for pupils.</p> <p>Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension.</p> <p>Drama and performance are an integral part of the ‘Talk for Writing’ process. Children are encouraged to use hot seating, role play and freeze frame activities on a regular basis. Weekly celebration assemblies provide further opportunities for children to share their learning and perform to a wider audience including parents and the community.</p> <p>In using non-fiction, pupils should know what information they need to look for before they begin and be clear about the task. They should be shown how to use contents pages and indexes to locate information.</p> <p>Pupils should have guidance about the kinds of explanations and questions that are expected from them. They should help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all pupils take part. All pupils have individual reading books which are sent home and all pupils are listened to regularly in school. Teachers regularly assess the progress children are making to ensure they are reading appropriate books.</p> <p>A wide and progressive range of reading material is available to the children through our reading scheme books, the academy library, Plymouth Schools Library Service and North Prospect library. This will ensure children can access fiction and non-fiction texts at an appropriate level to promote accuracy and comprehension.</p>
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<p>WRITING</p> <p>Transcription</p> <p>Spelling (see Appendix 1)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ use further prefixes and suffixes and understand how to add them (Appendix 1) ▪ spell further homophones ▪ spell words that are often misspelt (Appendix 1) ▪ use the first two or three letters of a word to check its spelling in a dictionary ▪ write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<p>Spelling</p> <p>Pupils should learn to spell new words correctly and have plenty of practice in spelling them.</p> <p>They should understand how to place the apostrophe in words with regular plurals (e.g. girls', boys') and in words with irregular plurals (e.g. children's).</p> <p>As in years 1 and 2, pupils should continue to be supported in understanding and applying the concepts of word structure (see Appendix 2).</p> <p>Dictionaries are not useful for pupils who cannot yet spell, since these pupils do not have sufficient knowledge of spelling to use them efficiently.</p> <p>Teachers will use the academy spelling scheme to ensure complete coverage of statutory words and spelling patterns. Weekly spelling lists will be appropriately differentiated and supported by additional phonics sessions for targeted children. Teachers will be expected to explicitly teach statutory spelling patterns and provide opportunities for children to consolidate their learning. Teachers' marking will ensure that inaccurate spelling of target words will be highlighted and children will be expected to copy the words out in line with the PERMS marking policy. Teachers will assess pupils' learning using weekly spelling tests and termly progress tests.</p>
<p>Composition</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • plan their writing by: • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas • draft and write by: • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2) • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational • devices such as headings and sub-headings • evaluate and edit by: • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences • proof-read for spelling and punctuation errors • 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>Composition</p> <p>Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description.</p> <p>In year 3/4 genres covered include- stories in fantasy worlds, stories in historical settings, myths and legends, Information texts, explanation texts, poetry to tell a story, poetry to perform, play scripts and recounts.</p> <p>Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.</p> <p>In order to develop creative and imaginative writing, pupils can be encouraged to adopt, create and sustain a range of roles, responding appropriately to others in role (both verbally and nonverbally). They should have opportunities to create their own improvised, devised and scripted drama for each other and a range of audiences as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.</p> <p>Through the application of 'Talk for Writing', pupils evaluate the effectiveness of their writing to an audience. Teachers need to demonstrate that the pupils are aware of the purpose and audience for each genre undertaken. This will form part of the Learning Wall resources for each text.</p> <p>Talk partners and peer checking partners, using the academy's PERMS marking model, are an integral part of the writing process. Teachers need to ensure that children are given explicit support to suggest meaningful enhancements. Children should be encouraged to use differentiated success ladders for each genre. These need to be developed with pupils to ensure they have a clear understanding of what is required and what they can do to improve their writing.</p> <p>Role play and speech are an essential part of the opening phases of the Talk for Writing process for each text type. Teachers choose texts carefully to ensure that they are engaging and challenging. They introduce a new text to the children using Talk for Writing methods to enhance understanding and vocabulary, ensuring written outcomes are of a very high quality. Written outcomes are marked to inform pupils of their next steps and these are shared with them frequently. Expectations of writing are high and outcomes are shared by children regularly</p>



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<p>Handwriting Pupils should be taught to:</p> <ul style="list-style-type: none"> 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, e.g. 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. 	<p>to reinforce quality and impact.</p> <p>Pupils should be using joined handwriting throughout their Independent writing. Handwriting should continue to 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</p> <p>Handwriting will continuously modelled by academy staff throughout the day e.g. during morning task, phonic lesson etc.</p> <p>The academy uses a wide variety of pencils and pens to suit individuals. Children work towards achieving their Bronze, Silver and Gold Pen Licences. These are presented in academy assemblies where parents/carers are invited to share their achievement.</p>
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<p>Vocabulary, grammar and punctuation Pupils should be taught to:</p> <ul style="list-style-type: none"> develop their understanding of the concepts set out in Appendix 2 by: extending the range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although using the perfect form of verbs to mark relationships of time and cause choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials learning the grammar in column 1 of year 3 and 4 in Appendix 2 indicate grammatical and other features by: using commas after fronted adverbials indicating possession by using the possessive apostrophe with singular and plural nouns using and punctuating direct speech use and understand the grammatical terminology in Appendix 2 accurately and appropriately when discussing their writing and reading. 	<p>Vocabulary, grammar and punctuation Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in Appendix 2, and be able to apply them correctly to examples of real language, such as their own writing or books that they have read.</p> <p>At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt, for example, in writing dialogue for characters</p> <p>The use of Talk for Writing and VCOP ensure that teachers plan and use challenging vocabulary, grammar and punctuation.</p> <p>Grammar concepts and punctuation taught in phonics sessions are always linked in planning units to their application in literacy sessions. Grammar, punctuation and spelling will be reinforced frequently in the word games and activities used as 'jump starts' in literacy sessions and in early morning tasks. Teachers will model target terminology and use it accurately and consistently when talking to children. They will ensure children understand and can use the grammatical structures appropriate to their age (See appendix below). The Learning Wall will be used to reinforce these concepts and track the learning process.</p>
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Grammar appendix 2

Year	Word	Sentence	Text	Punctuation	Terminology for pupils
3	Formation of nouns using a range of prefixes, such as super-, anti-, auto- Use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) Word families based on common words, showing how words are related in	Expressing time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. before, after, during, in ,because	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past (e.g. He has gone out to play contrasted with He went out to play)	Introduction to inverted commas to punctuate direct speech	adverb, preposition conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech

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	form and meaning (e.g. solve, solution, solver, dissolve, insoluble)	of)			marks')
4	Formation of nouns using a range of prefixes, such as super-, anti-, auto- Use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) Word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble)	Expressing time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. before, after, during, in ,because of)	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past (e.g. He has gone out to play contrasted with He went out to play)	Introduction to inverted commas to punctuate direct speech	adverb, preposition conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')

Years 5-6 programme of study (statutory requirements)	Notes and guidance (non-statutory)
<p>READING Word reading</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in Appendix 1, both to read aloud and to understand the meaning of new words that they meet. 	<p>READING Word reading</p> <p>At this stage, there should be no need for further direct teaching of word reading skills for almost all pupils. If pupils are struggling or failing in this, the reasons for this should be investigated. It is imperative that pupils are taught to read during their last two years at primary school if they enter year 5 not being able to do so.</p> <p>Any child not reading at age appropriate levels will be a daily reader and receive additional interventions such as ARROW, discrete phonics sessions and Read, Write, Inc.</p> <p>Pupils should be encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word. Accuracy in reading individual words, which might be key to the meaning of a sentence or paragraph, improve comprehension.</p> <p>When reading with or to pupils, attention should be paid to new vocabulary – both a word's meaning(s) and its correct pronunciation.</p> <p>All adults who read with children are aware of the need to focus on understanding of the texts read.</p>
<p>READING Comprehension</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 	<p>READING Comprehension</p> <p>Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves.</p> <p>The knowledge and skills that pupils need in order to comprehend are very similar at different ages. Pupils should continue to apply what they have already learnt to more complex writing.</p> <p>Texts for shared reading will be chosen specifically to engage pupils and enhance comprehension skills.</p> <p>Guided reading begins with a whole class shared text with a strong focus on developing extending vocabulary and grammar, decoding and comprehension. Pupils a given opportunities to re-read, explore, perform and discuss a range of texts. Teachers use strategies such as questioning to gage the level of understanding of the pupils.</p> <p>Pupils should be taught to recognise themes in what they read, such as</p>



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<p>traditions</p> <ul style="list-style-type: none"> recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience <p>understand what they read by:</p> <ul style="list-style-type: none"> 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, record and present information from non-fiction participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views 	<p>loss or heroism. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text.</p> <p>They should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies.</p> <p>These genres will be covered across the 2 year cycle</p> <p>All pupils have individual reading books which are sent home and all pupils are listened to regularly in school. Teachers regularly assess the progress children are making to ensure they are reading appropriate books.</p> <p>A wide and progressive range of reading material is available to the children through our reading scheme books, the academy library, Plymouth Schools Library Service and North Prospect library. This will ensure children can access fiction and non-fiction texts at an appropriate level to promote accuracy and comprehension.</p> <p>Question stem cards to cover all aspects of reading comprehension are provided for staff in reading folders to support.</p> <p>Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as <i>metaphor, simile, analogy, imagery, style and effect</i>.</p> <p>Terminology will be taught explicitly as part of Literacy themes and during separate grammar lessons.</p> <p>In using non-fiction, pupils need to know what information they need to look for before they begin and need to understand the task. They should be shown how to use contents pages and indexes to locate information.</p> <p>The skills of information retrieval that are taught should be applied, e.g. in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, such as reading information leaflets before a gallery or museum visit or reading a theatre programme or review. Teachers should consider making use of any available library services and expertise to support this.</p> <p>Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions.</p> <p>Pupils should be shown how to compare characters, settings, themes and other aspects of what they read.</p> <p>Drama and performance are an integral part of the Talk for Writing process. Children are encouraged to use hot seating, role play and freeze frame activities on a regular basis. Weekly celebration assemblies provide further opportunities for children to share their learning and perform to a wider audience including parents and the community.</p>
<p>WRITING</p> <p>Transcription</p> <p><i>Spelling</i> (see Appendix 1)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidelines for adding them spell some words with 'silent' letters, e.g. <i>knight</i>, 	<p>WRITING</p> <p>Transcription</p> <p><i>Spelling</i></p> <p>As in earlier years, pupils should continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly.</p>

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<p><i>psalm, solemn</i></p> <ul style="list-style-type: none"> continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 use dictionaries to check the spelling and meaning of words use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus. 	<p>Teachers will use the academy spelling scheme to ensure complete coverage of statutory words and spelling patterns. Weekly spelling lists will be appropriately differentiated. Teachers will be expected to explicitly teach statutory spelling patterns and provide opportunities for children to consolidate their learning. Teachers' marking will ensure that inaccurate spelling of target words will be highlighted and children will be expected to copy the words out in line with the PERMS marking policy. Teachers will assess pupils' learning using weekly spelling tests and termly progress tests.</p>
<p>Composition</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> plan their writing by: <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed draft and write by: <ul style="list-style-type: none"> 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 precising longer passages 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 (e.g. headings, bullet points, underlining) evaluate and edit by: <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. devices to structure text and to guide the reader (e.g. headings, bullet points, underlining) 	<p>Composition</p> <p>Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear.</p> <p>In order to develop creative and imaginative writing pupils can be encouraged to adopt, create and sustain a range of roles, responding appropriately to others in role (both verbally and non-verbally). They should have opportunities to create their own improvised, devised and scripted drama for each other and a range of audiences as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.</p> <p>Through the application of 'Talk for Writing', pupils evaluate the effectiveness of their writing to an audience. Teachers need to ensure that pupils are aware of the purpose and audience (Share).</p> <p>Talk partners and peer checking partners, using the academy's PERMS marking model, are an integral part of the writing process. Teachers need to ensure that children are given explicit support to suggest meaningful enhancements. Children should be encouraged to use differentiated success ladders for each genre. These need to be developed with pupils to ensure they have a clear understanding of what is required and what they can do to improve their writing.</p> <p>Role play and speech are an essential part of the opening phases of the Talk for Writing process for each text type. Teachers choose texts carefully to ensure that they are engaging and challenging. They introduce a new text to the children using Talk for Writing methods to enhance understanding and vocabulary. Written outcomes are marked daily using the academy's PERMS marking policy to create enhanced opportunities for challenge and response. All children will have their writing conferenced on a regular basis.</p>



<ul style="list-style-type: none"> ▪ evaluate and edit by: ▪ assessing the effectiveness of their own and others' writing ▪ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ▪ ensuring the consistent and correct use of tense throughout a piece of writing ▪ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register ▪ proof-read for spelling and punctuation errors ▪ perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	
<p>Vocabulary, grammar and punctuation</p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> ▪ develop their understanding of the concepts set out in Appendix 2 by: ▪ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • using passive verbs to affect the presentation of information in a sentence • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility • using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun • learning the grammar in column 1 of year 1 in Appendix 2 • indicate grammatical and other features by: • using commas to clarify meaning or avoid ambiguity in writing • using hyphens to avoid ambiguity • using brackets, dashes or commas to indicate parenthesis • using semi-colons, colons or dashes to mark boundaries between main clauses • using a colon to introduce a list • punctuating bullet points consistently • use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing their writing and reading. 	<p>Vocabulary, grammar and punctuation</p> <p>Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.</p> <p><i>The use of Talk for Writing and VCOP model to ensure that teachers plan and use challenging vocabulary, grammar and punctuation. Grammar concepts and punctuation taught in phonics sessions are always linked in planning units to their application in literacy sessions. Grammar, punctuation and spelling will be reinforced frequently in the word games and activities used as 'jump starts' in literacy sessions and in early morning tasks. Teachers will model target terminology and use it accurately and consistently when talking to children. They will ensure children understand and can use the grammatical structures appropriate to their age (See appendix below). The Learning Wall will be used to reinforce these concepts and track the learning process.</i></p>
<p>Handwriting and presentation</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ write legibly, fluently and with increasing speed by: ▪ choosing which shape of a letter to use when given choices and deciding, as part of their personal style, 	<p>Handwriting and presentation</p> <p>Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes or a final handwritten version). They should also be</p>



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<p>whether or not to join specific letters</p>	<p>taught to use an un joined style (e.g. for <i>Vocabulary, grammar and punctuation</i>. Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.)</p> <p>There is an academy expectation that all pupils will enter year 5 having developed a 'cursive joined' handwriting style. Teachers will organise personalised learning and interventions to support those children that have not yet achieved that expectation.</p> <p>The academy uses a wide variety of pencils and pens to suit individuals. Children work towards achieving their Bronze, Silver and Gold Pen Licences. These are presented in academy assemblies where parents/carers are invited to share their achievement.</p>
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Grammar appendix 2

Year	Word	Sentence	Text	Punctuation	Terminology for pupils
5	<p>Converting nouns or adjectives into verbs using suffixes (e.g. –ate; –ise; –ify)</p> <p>Verb prefixes (e.g. dis–, de–, mis–, over– and re–)</p>	<p>Relative clauses beginning with <i>who, which, where, when, whose, that</i>, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs (e.g. <i>perhaps, surely</i>) or modal verbs (e.g. <i>might, should, will, must</i>)</p>	<p>Devices to build cohesion within a paragraph (e.g. <i>then, after that, this, firstly</i>)</p> <p>Linking ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>)</p>	<p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>
6	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. find out – discover; ask for – request; go in – enter)</p> <p>How words are related by meaning as synonyms and antonyms (e.g. big, large, little).</p>	<p>Use of the passive to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken [by me]).</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech)</p>	<p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as <i>on the other hand</i>, <i>in contrast</i>, or as a consequence), and ellipsis</p> <p>Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</p>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. <i>It's raining; I'm fed up</i>)</p> <p>Use of the colon to introduce a list</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity (e.g. <i>man eating shark</i> versus <i>man- eating shark</i>, or <i>recover</i> versus <i>re-cover</i>)</p>	<p>subject, object active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>

Spoken Language – years 1 to 6

Statutory requirements	Notes and guidance (non-statutory)
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 	<p>These statements apply to all years. The content should be taught at a level appropriate to the age of the pupils. Pupils should build on the oral language skills that have been taught in preceding years. Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences. They should therefore have opportunities to work in</p>

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<p>feelings</p> <ul style="list-style-type: none">• 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.	<p>groups of different sizes – in pairs, small groups, large groups and as a whole class.</p> <p>Pupils should understand how to take turns and when and how to participate constructively in conversations and debates. Attention should also be paid to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and to enhancing their knowledge about language as a whole.</p> <p>Pupils should receive constructive feedback on their spoken language and listening, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond.</p> <p><i>Pupils orally rehearse language and texts in order to immerse themselves as a preparation for writing. Texts are read aloud and children role play as a part of the 'talk for writing' process. New vocabulary is introduced and used in a variety of practical situations. Pupils are encouraged to verbally plan sentences using this new vocabulary and then apply them in writing.</i></p>
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