

## English Teaching Cycle

The English curriculum at Wardley CE Primary is based upon the National Curriculum. Our English is taught through a text based curriculum as we believe this is the best way to develop a love of English and master the essential skills. The units and the key skills are shown below for the key areas of reading, writing and communication:

### Writing

Opportunities for Writing		
Title	Key Stage 1	Key Stage 2
Narrative	<ul style="list-style-type: none"> <li>• Write stories set in places pupils have been.</li> <li>• Write stories with imaginary settings.</li> <li>• Write stories and plays that use the language of fairy tales and traditional tales.</li> <li>• Write stories that mimic significant authors.</li> <li>• Write narrative diaries.</li> </ul>	<ul style="list-style-type: none"> <li>• Write stories set in places pupils have been.</li> <li>• Write stories that contain mythical, legendary or historical characters or events.</li> <li>• Write stories of adventure.</li> <li>• Write stories of mystery and suspense.</li> <li>• Write letters.</li> <li>• Write plays.</li> <li>• Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum.</li> </ul>
Non-Fiction	<ul style="list-style-type: none"> <li>• Write labels.</li> <li>• Write lists.</li> <li>• Write captions.</li> <li>• Write instructions.</li> <li>• Write recounts.</li> <li>• Write glossaries.</li> <li>• Present information.</li> <li>• Write non-chronological reports.</li> </ul>	<ul style="list-style-type: none"> <li>• Write instructions.</li> <li>• Write recounts.</li> <li>• Write persuasively.</li> <li>• Write explanations.</li> <li>• Write non-chronological reports.</li> <li>• Write biographies.</li> <li>• Write in a journalistic style.</li> <li>• Write formally.</li> </ul>
Poetry	<ul style="list-style-type: none"> <li>• Write poems that use pattern, rhyme and description.</li> <li>• Write nonsense and humorous poems and limericks.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn by heart and perform a significant poem.</li> <li>• Write haiku.</li> <li>• Write cinquain.</li> <li>• Write poems that convey an image (simile, word play, rhyme and metaphor).</li> </ul>
Note*	Only the following are statutory at KS1: personal experiences real events poetry different purposes.	Only the following are statutory at KS2: narratives non-fiction poetry different purposes.

WRITING SKILLS ACROSS KS 1 & 2			
	Y1 & Y2	Y3 & Y4	Y5 & Y6
Composition	<b>To write with purpose</b>		
	<ul style="list-style-type: none"> <li>• Say first and then write to tell others about ideas.</li> <li>• Write for a variety of purposes.</li> <li>• Plan by talking about ideas and writing notes.</li> <li>• Use some of the characteristic features of the type of writing used.</li> <li>• Write, review and improve.</li> </ul>	<ul style="list-style-type: none"> <li>• Write for a wide range of purposes using the main features identified in reading.</li> <li>• Use techniques used by authors to create characters and settings.</li> <li>• Compose and rehearse sentences orally.</li> <li>• Plan, write, edit and improve.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the audience for writing.</li> <li>• Choose the appropriate form of writing using the main features identified in reading.</li> <li>• Note, develop and research ideas.</li> <li>• Plan, draft, write, edit and improve.</li> </ul>
	<b>To use imaginative description</b>		
	<ul style="list-style-type: none"> <li>• Use adjectives to add detail.</li> <li>• Use names of people, places and things.</li> <li>• Use well-chosen adjectives.</li> <li>• Use nouns and pronouns for variety.</li> <li>• Use adverbs for extra detail.</li> </ul>	<ul style="list-style-type: none"> <li>• Create characters, settings and plots.</li> <li>• Use alliteration effectively.</li> <li>• Use similes effectively.</li> <li>• Use a range of descriptive phrases including some collective nouns.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the techniques that authors use to create characters, settings and plots.</li> <li>• Create vivid images by using alliteration, similes, metaphors and personification.</li> <li>• Interweave descriptions of characters, settings and atmosphere with dialogue</li> </ul>
	<b>To organise writing appropriately</b>		
	<ul style="list-style-type: none"> <li>• Re-read writing to check it makes sense.</li> <li>• Use the correct tenses.</li> <li>• Organise writing in line with its purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Use organisational devices such as headings and sub headings.</li> <li>• Use the perfect form of verbs to mark relationships of time and cause.</li> <li>• Use connectives that signal time, shift attention, inject suspense and shift the setting.</li> </ul>	<ul style="list-style-type: none"> <li>• Guide the reader by using a range of organisational devices, including a range of connectives.</li> <li>• Choose effective grammar and punctuation and propose changes to improve clarity.</li> <li>• Ensure correct use of tenses throughout a piece of writing.</li> </ul>
	<b>To use paragraphs</b>		
	<ul style="list-style-type: none"> <li>• Write about more than one idea.</li> <li>• Group related information.</li> </ul>	<ul style="list-style-type: none"> <li>• Organise paragraphs around a theme.</li> <li>• Sequence paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>• Write paragraphs that give the reader a sense of clarity.</li> <li>• Write paragraphs that make sense if read alone.</li> <li>• Write cohesively at length.</li> </ul>
	<b>To use sentences appropriately</b>		
	<ul style="list-style-type: none"> <li>• Write so that other people can understand the meaning of sentences.</li> <li>• Sequence sentences to form a short narrative.</li> <li>• Convey ideas sentence by sentence.</li> <li>• Join sentences with conjunctions and connectives.</li> <li>• Vary the way sentences begin.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a mixture of simple, compound and complex sentences.</li> <li>• Write sentences that include: <ul style="list-style-type: none"> <li>• conjunctions</li> <li>• adverbs</li> <li>• direct speech, punctuated correctly</li> <li>• clauses</li> <li>• adverbial phrases.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Write sentences that include: <ul style="list-style-type: none"> <li>• relative clauses</li> <li>• modal verbs</li> <li>• relative pronouns</li> <li>• brackets</li> <li>• parenthesis</li> <li>• a mixture of active and passive voice</li> <li>• a clear subject and object</li> <li>• hyphens, colons and semi colons</li> <li>• bullet points.</li> </ul> </li> </ul>
<b>To present neatly</b>			

Transcription	<ul style="list-style-type: none"> <li>• Sit correctly and hold a pencil correctly.</li> <li>• Begin to form lower-case letters correctly.</li> <li>• Form capital letters.</li> <li>• Form digits 0-9.</li> <li>• Understand letters that are formed in similar ways.</li> <li>• Form lower-case letters of a consistent size.</li> <li>• Begin to join some letters.</li> <li>• Write capital letters and digits of consistent size.</li> <li>• Use spacing between words that reflects the size of the letters.</li> </ul>	<ul style="list-style-type: none"> <li>• Join letters, deciding which letters are best left unjoined.</li> <li>• Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• Write fluently and legibly with a personal style.</li> </ul>
	<b>To spell correctly</b>		
	<ul style="list-style-type: none"> <li>• Spell words containing 40+ learned phonemes.</li> <li>• Spell common exception words (the, said, one, two and the days of the week).</li> <li>• Name letters of the alphabet in order.</li> <li>• Use letter names to describe spellings of words.</li> <li>• Add prefixes and suffixes, learning the rule for adding s and es as a plural marker for nouns, and the third person singular marker for verbs (I drink - he drinks).</li> <li>• Use the prefix un.</li> <li>• Use suffixes where no change to the spelling of the root word is needed: <b>helping, helped, helper, eating, quicker, quickest.</b></li> <li>• Use spellings rules.</li> <li>• Write simple sentences dictated by the teacher.</li> <li>• Spell by segmenting words into phonemes and represent them with the correct graphemes.</li> <li>• Learn some new ways to represent phonemes.</li> <li>• Spell common exception words correctly.</li> <li>• Spell contraction words correctly (can't, don't).</li> <li>• Add suffixes to spell longer words (-ment, -ness, -ful and -less).</li> <li>• Use the possessive apostrophe. (singular) (for example, the girl's book)</li> <li>• Distinguish between homophones and near-homophones.</li> </ul>	<ul style="list-style-type: none"> <li>• Use prefixes and suffixes and understand how to add them.</li> <li>• Spell further homophones.</li> <li>• Spell correctly often misspelt words.</li> <li>• Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's).</li> <li>• Use the first two or three letters of a word to check its spelling in a dictionary.</li> <li>• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>• Use prefixes, applying guidelines for adding them.</li> <li>• Spell some words with silent letters (knight, psalm solemn).</li> <li>• Distinguish between homophones and other words that are often confused.</li> <li>• Use knowledge of morphology and etymology in spelling and understand that some words need to be learned specifically.</li> <li>• Use dictionaries to check spelling and meaning of words.</li> <li>• Use the first three or four letters of a word to look up the meaning or spelling of words in a dictionary.</li> <li>• Use a thesaurus.</li> </ul>
	<b>To punctuate accurately</b>		

	<ul style="list-style-type: none"> <li>• Leave spaces between words.</li> <li>• Use the word 'and' to join words and sentences.</li> <li>• Begin to punctuate using a capital letter for the name of people, places, the days of the week and I.</li> <li>• Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms.</li> <li>• Use sentences with different forms: statement, question, exclamation and command.</li> <li>• Use extended noun phrases to describe and specify (e.g. the blue butterfly).</li> <li>• Use subordination (when, if, that or because).</li> <li>• Use coordination (or, and, but).</li> <li>• Use some features of standard written English.</li> <li>• Use the present and past tenses correctly, including the progressive form.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop understanding of writing concepts by: <ul style="list-style-type: none"> <li>• Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</li> <li>• Using the present perfect form of verbs in contrast to the past tense.</li> <li>• Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</li> <li>• Using conjunctions, adverbs and prepositions to express time and cause.</li> <li>• Using fronted adverbials.</li> </ul> </li> <li>• Indicate grammatical and other features by: <ul style="list-style-type: none"> <li>• Using commas after fronted adverbials.</li> <li>• Indicating possession by using the possessive apostrophe with plural nouns.</li> <li>• Using and punctuating direct speech.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Develop understanding of writing concepts by: <ul style="list-style-type: none"> <li>• Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</li> <li>• Using passive verbs to affect the presentation of information in a sentence.</li> <li>• Using the perfect form of verbs to mark relationships of time and cause.</li> <li>• Using expanded noun phrases to convey complicated information concisely.</li> <li>• Using modal verbs or adverbs to indicate degrees of possibility.</li> <li>• Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</li> </ul> </li> <li>• Indicate grammatical and other features by: <ul style="list-style-type: none"> <li>• Using commas to clarify meaning or avoid ambiguity in writing.</li> <li>• Using hyphens to avoid ambiguity.</li> <li>• Using brackets, dashes or commas to indicate parenthesis.</li> <li>• Using semi-colons, colons or dashes to mark boundaries between independent clauses.</li> <li>• Using a colon to introduce a list.</li> <li>• Punctuating bullet points consistently.</li> </ul> </li> </ul>
Analysis & Presentation	<b>To analyse writing</b>		
	<ul style="list-style-type: none"> <li>• Discuss writing with the teacher and other pupils.</li> <li>• Use and understand grammatical terminology in discussing writing: <ul style="list-style-type: none"> <li>• word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark.</li> </ul> </li> <li>• Use and understand grammatical terminology in discussing writing: <ul style="list-style-type: none"> <li>• verb, tense (past, present), adjective, noun, suffix, apostrophe, comma.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use and understand grammatical terminology when discussing writing and reading: <p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>• word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause.</li> </ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>• pronoun, possessive pronoun, adverbial.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use and understand grammatical terminology when discussing writing and reading: <p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>• relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity.</li> </ul> <p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>• active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points.</li> </ul> </li> </ul>
	<b>To present writing</b>		
<ul style="list-style-type: none"> <li>• Read aloud writing clearly enough to be heard by peers and the teacher.</li> <li>• Read aloud writing with some intonation.</li> </ul>	<ul style="list-style-type: none"> <li>• Read aloud writing to a group or whole class, using appropriate intonation.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform compositions, using appropriate intonation and volume.</li> </ul>	

## Reading

OPPORTUNITIES FOR READING	
KS1	KS2
<ul style="list-style-type: none"><li>• Listen to traditional tales.</li><li>• Listen to a range of texts.</li><li>• Learn some poems by heart.</li><li>• Become familiar with a wide range of texts of different lengths.</li><li>• Discuss books.</li><li>• Build up a repertoire of poems to recite.</li><li>• Use the class and school libraries.</li><li>• Listen to short novels over time.</li></ul>	<ul style="list-style-type: none"><li>• Read and listen to a wide range of styles of text, including fairy stories, myths and legends.</li><li>• Listen to and discuss a wide range of texts.</li><li>• Learn poetry by heart.</li><li>• Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures.</li><li>• Take part in conversations about books.</li><li>• Learn a wide range of poetry by heart.</li><li>• Use the school and community libraries.</li><li>• Look at classification systems.</li><li>• Look at books with a different alphabet to English.</li><li>• Read and listen to whole books.</li></ul>

READING SKILLS ACROSS KS1 & KS2			
	Y1 & Y2	Y3 & Y4	Y5 & Y6
To read words accurately	<ul style="list-style-type: none"> <li>• Apply phonic knowledge and skills as the route to decode words.</li> <li>• Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</li> <li>• Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</li> <li>• Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</li> <li>• Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.</li> <li>• Read other words of more than one syllable that contain taught GPCs.</li> <li>• Read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s).</li> <li>• Read aloud accurately books that are consistent with phonic knowledge and that do not require other strategies to work out words.</li> <li>• Re-read these books to build up fluency and confidence in word reading.</li> <li>• Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</li> <li>• Read accurately words of two or more syllables that contain the same graphemes as above.</li> <li>• Read words containing common suffixes.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology).</li> <li>• Read further exception words, noting the spellings.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply knowledge of root words, prefixes and suffixes. (Note: this should be through normal reading rather than direct teaching.)</li> </ul>

	<ul style="list-style-type: none"> <li>• Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</li> <li>• Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>• Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> <li>• Re-read books to build up confidence in word reading.</li> </ul>		
<p style="text-align: center;">To understand Texts</p>	<ul style="list-style-type: none"> <li>• Discuss events.</li> <li>• Predict events.</li> <li>• Link reading to own experience.</li> <li>• Join in with stories or poems.</li> <li>• Check that reading makes sense and self-correct.</li> <li>• Infer what characters are like from actions.</li> <li>• Ask and answer questions about texts.</li> <li>• Discuss favourite words and phrases.</li> <li>• Listen to and discuss a wide range of texts.</li> <li>• Recognise and join in with (including role-play) recurring language.</li> <li>• Explain and discuss understanding of texts.</li> <li>• Discuss the significance of the title and events.</li> <li>• Make inferences on the basis of what is being said and done.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw inferences from reading.</li> <li>• Predict from details stated and implied.</li> <li>• Recall and summarise main ideas.</li> <li>• Discuss words and phrases that capture the imagination.</li> <li>• Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes.</li> <li>• Prepare poems and plays to read aloud with expression, volume, tone and intonation.</li> <li>• Identify recurring themes and elements of different stories (e.g. good triumphing over evil).</li> <li>• Recognise some different forms of poetry.</li> <li>• Explain and discuss understanding of reading, maintaining focus on the topic.</li> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• Predict what might happen from details stated and implied.</li> <li>• Identify main ideas drawn from more than one paragraph and summarise these.</li> <li>• Identify how language, structure and presentation contribute to meaning.</li> <li>• Ask questions to improve understanding of a text.</li> </ul>	<ul style="list-style-type: none"> <li>• Recommend books to peers, giving reasons for choices.</li> <li>• Identify and discuss themes and conventions in and across a wide range of writing.</li> <li>• Make comparisons within and across books.</li> <li>• Learn a wide range of poetry by heart.</li> <li>• Prepare 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.</li> <li>• Check that the book makes sense, discussing understanding and exploring the meaning of words in context.</li> <li>• Ask questions to improve understanding.</li> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• Predict what might happen from details stated and implied.</li> <li>• Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</li> </ul>

			<ul style="list-style-type: none"> <li>• Identify how language, structure and presentation contribute to meaning.</li> <li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li> <li>• Retrieve and record information from non-fiction.</li> <li>• Participate in discussion about books, taking turns and listening and responding to what others say.</li> </ul>
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## Communication

OPPORTUNITIES FOR COMMUNICATION ACROSS KS1 & KS2
<ul style="list-style-type: none"> <li>• Engage in meaningful discussions in all areas of the curriculum.</li> <li>• Listen to and learn a wide range of subject specific vocabulary.</li> <li>• Through reading identify vocabulary that enriches and enlivens stories.</li> <li>• Speak to small and larger audiences at frequent intervals.</li> <li>• Practise and rehearse sentences and stories, gaining feedback on the overall effect and the use of standard English.</li> <li>• Listen to and tell stories often so as to internalise the structure.</li> <li>• Debate issues and formulate well-constructed points.</li> </ul>

COMMUNICATION SKILLS ACROSS KS1 & KS2			
	Y1 & Y2	Y3 & Y4	Y5 & Y6
To listen carefully and understand	<ul style="list-style-type: none"> <li>• Sift information and focus on the important points.</li> <li>• Seek clarification when a message is not clear.</li> <li>• Understand instructions with more than one point.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in discussions, making relevant points.</li> <li>• Ask for specific additional information to clarify.</li> <li>• Understand the meaning of some phrases beyond the literal interpretation.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how to answer questions that require more than a yes/no or single sentence response.</li> <li>• Recognise and explain some idioms.</li> <li>• Understand irony (when it is obvious).</li> </ul>
To develop a wide and interesting vocabulary	<ul style="list-style-type: none"> <li>• Use subject specific vocabulary to explain and describe.</li> <li>• Suggest words or phrases appropriate to the topic being discussed.</li> <li>• Identify homophones.</li> </ul>	<ul style="list-style-type: none"> <li>• Use time, size and other measurements to quantify.</li> <li>• Use interesting adjectives, adverbial phrases and extended noun phrases in discussion.</li> <li>• Use vocabulary that is appropriate to the topic being discussed or the audience that is listening.</li> </ul>	<ul style="list-style-type: none"> <li>• Use adventurous and sophisticated vocabulary.</li> <li>• Explain the meaning of words, offering alternatives.</li> <li>• Use a wide range of phrases that include determiners, modifiers and other techniques to add extra interest and clarity.</li> </ul>
To speak with clarity	<ul style="list-style-type: none"> <li>• Speak in a way that is clear and easy to understand.</li> <li>• Demonstrate good phonic knowledge by clearly pronouncing the sounds within words.</li> <li>• Identify syllables within words.</li> </ul>	<ul style="list-style-type: none"> <li>• Use verbs with irregular endings.</li> <li>• Use a mixture of sentence lengths to add interest to discussions and explanations.</li> <li>• Use intonation to emphasise grammar and punctuation when reading aloud.</li> </ul>	<ul style="list-style-type: none"> <li>• Vary the length and structure of sentences.</li> <li>• Ask questions and make suggestions to take an active part in discussions.</li> <li>• Comment on the grammatical structure of a range of spoken and written accounts.</li> </ul>



To tell stories with structure	<ul style="list-style-type: none"> <li>• Ensure stories have a setting, plot and a sequence of events.</li> <li>• Recount experiences with interesting detail.</li> <li>• Predict events in a story.</li> <li>• Give just enough detail to keep the audience engaged.</li> </ul>	<ul style="list-style-type: none"> <li>• Bring stories to life with expression and intonation.</li> <li>• Read the audience to know when to add detail and when to leave it out.</li> </ul>	<ul style="list-style-type: none"> <li>• Narrate detailed and exciting stories.</li> <li>• Use the conventions and structure appropriate to the type of story being told.</li> <li>• Interweave action, character descriptions, settings and dialogue.</li> </ul>
To hold conversations and debates	<ul style="list-style-type: none"> <li>• Take turns to talk, listening carefully to the contributions of others.</li> <li>• Vary language between formal and informal according to the situation.</li> <li>• Add humour to a discussion or debate where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Make relevant comments or ask questions in a discussion or a debate.</li> <li>• Seek clarification by actively seeking to understand others' points of view.</li> <li>• Respectfully challenge opinions or points, offering an alternative.</li> </ul>	<ul style="list-style-type: none"> <li>• Negotiate and compromise by offering alternatives.</li> <li>• Debate, using relevant details to support points.</li> <li>• Offer alternative explanations when others don't understand.</li> </ul>