

English

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.”

The teaching of English is broken down into the following areas:

- **Spoken language**
- **Reading** (word reading and comprehension)
- **Writing** (transcription and composition)
- **Spelling, vocabulary, grammar and punctuation**

There are programmes of study for Year 1, Year 2, Years 3 and 4, and Years 5 and 6. Within these programmes of study, there are statutory requirements in the form of objectives for spoken language, reading and writing. The statutory requirements for spelling, vocabulary grammar and punctuation are addressed through two statutory appendices - one on spelling and one on vocabulary, grammar and punctuation.

To support spelling, there are specific word lists that children must learn in Years 3 and 4, and in Years 5 and 6.

A glossary of terms will also be used to support the teaching of English.

There will be a 2 year cycle of work in Class 2, Class 3 and Class 4. The Reception children in Class 1 will follow the EYFS and the Y1 children will follow the 2 year cycle of work for Class 2.

Year 1 and Class 2 (The children in reception will follow the Early Years Foundation Stage)

Year 1	Autumn	Spring	Summer
Narrative	Fantasy stories Author study (Different stories by the same author)	Traditional and fairy tales	Stories with familiar settings Book Study
Non-Fiction	Labels, lists and captions Explanations	Instructions	Recount Information texts
Poetry	Sensory Poetry	Silly Poems	Pattern and rhyme

Year 2	Autumn	Spring	Summer
Narrative	Traditional stories	Stories with familiar settings/recurring literacy language Stories from different cultures/ Stories with predictable language	Extending narrative Book Study
Non-Fiction	Recount (fact and fiction) Instructions	Non-chronological reports	Information texts
Poetry	Thematic poetry	Really looking (focus on structure on meaning and poetry)	Poetry appreciation (Researching a particular poet/personal responses to poetry)

Class 3

Year 1	Autumn	Spring	Summer
Narrative	Stories with familiar settings Stories from other cultures	Adventure/mystery stories Stories with historical settings	Dialogue and plays Book study
Non-Fiction	Instructions Persuasion (letter writing)	Explanation Discussion/Argument	Reports
Poetry	Structure -Haiku, tanka and kennings	Imagery in poetry	Language play

Year 2	Autumn	Spring	Summer
Narrative	Traditional tales – myths and legends Authors and letters	Plays Stories set in imaginary worlds	Stories which raise issue/dilemmas Book Study
Non-Fiction	Information texts	Recounts (news/sports reports)	Persuasion
Poetry	Performance poetry	Shape poems and calligrams	Poetry appreciation (Researching a particular poet/personal responses to poetry)

Class 4

Year 1	Autumn	Spring	Summer
Narrative	Film narrative Short stories	Stories from other cultures Stories by significant authors	Fiction Genres Book Study
Non-Fiction	Instructions	Discussion/Argument Persuasion	Report Debate
Poetry	Poetic Style	Issue based poetry	Performance poetry

Year 2	Autumn	Spring	Summer
Narrative	Traditional stories, myths and legends	Suspense and Mystery Dramatic Conventions	Fiction from our literacy heritage Book Study
Non-Fiction	Explanation Recount (Biography/Autobiography)	Journalism	Persuasive writing
Poetry	Classic Poetry	Poetry with powerful imagery	Poetry appreciation (Researching a particular poet/personal responses to poetry)