|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Intent**  Believe  All children will have the chance to experience a range of texts from different cultures and genres. Their experiences will enable them to develop into imaginative and competent writers.  Achieve  Children will foster a love of all things English; learning which authors they love and enjoy reading for pleasure. Children will confidently write for different purposes and a range of audiences.  Aspire  Children will have the knowledge and understanding to go into the next stage of life with the ability to accurately read and comprehend a varied range of texts. As well as the ability to write successfully for a purpose.  Throughout all lessons at St. Buryan Academy children will learn to be resilient when faced with new vocabulary; have the confidence and communication skills to question and explain what they have read; be reflective when improving their answers; show enthusiasm for the novels they read and show empathy for the characters.  • All children will have access to a range of quality texts to enjoy and cherish.  • Objectives (which have been chosen to enhance the NC framework) are carefully sequenced to build on prior knowledge and challenge to move forwards. These are detailed in the curriculum overview. | | | | |
| **Spoken Word Pupils should be taught to:** | | | | |
| * 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 feelings * maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments * gain, maintain and monitor the interest of the listener(s) | | | * 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 * consider and evaluate different viewpoints, attending to and building on the contributions of others * Select and use appropriate registers for effective communication | |
| **Reading – Word reading**  **Pupils should be taught to:** | | **Handwriting and presentation**  **Pupils should be taught to:** | **Writing - Transcription**  **Pupils should be taught to:** | |
| * 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 [for example, 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. | | * 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. | Spelling**(see** [**English Appendix 1**](#bookmark=id.gjdgxs)**)**  spell:   * 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, *–*erand *–*est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]   apply simple spelling rules and guidance, as listed in **English Appendix 1**   * write from memory simple sentences dictated by the teacher that that include words using the GPCs and common exception words taught so far. | |
| **Reading Comprehension**  **Pupils should be taught to:** | **Writing – Composition**  **Pupils should be taught to:** | | | **Writing – Grammar, Vocabulary and Punctuation**  **Pupils should be taught to:** |
| develop pleasure in reading, motivation to read, vocabulary and understanding by:   * listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently * being encouraged to link what they read or hear read to their own experiences * becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics * recognising and joining in with predictable phrases * learning to appreciate rhymes and poems, and to recite some by heart * discussing word meanings, linking new meanings to those already known   understand both the books they can already read accurately and fluently and those they listen to by:   * 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 * discussing the significance of the title and events * making inferences on the basis of what is being said and done * predicting what might happen on the basis of what has been read so far   participate in discussion about what is read to them, taking turns and listening to what others say  explain clearly their understanding of what is read to them. | write sentences by:   * 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 * 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. | | | develop their understanding of the concepts set out in **English Appendix 2** by:   * leaving spaces between words * joining words and joining clauses using and * 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 for year 1 in **English Appendix 2**   use the grammatical terminology in English Appendix 2 in discussing their writing. |