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| **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.AspireChildren 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
* 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
 | * 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.
* use relevant strategies to build their vocabulary
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| **Reading – Word reading Pupils should be taught to:** | **Writing – Grammar, Vocabulary and Punctuation Pupils should be taught to:** |
| apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in [English Appendix 1](#bookmark=id.gjdgxs), both to read aloud and to understand the meaning of new words that they meet. | develop their understanding of the concepts set out in **English 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 the perfect form of verbs to mark relationships of time and cause
* 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, thator with an implied (i.e. omitted) relative pronoun
* learning the grammar for years 5 and 6 in English 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 independent clauses
* using a colon to introduce a list
* punctuating bullet points consistently
* use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.
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| **Writing - Transcription** **Pupils should be taught to:** |
| Spelling(see **English Appendix 1)*** use further prefixes and suffixes and understand the guidance for adding them
* spell some words with ‘silent’ letters [for example, knight, psalm, solemn]
* 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 English 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. |
| **Reading Comprehension Pupils should be taught to** | **Writing – Composition Pupils should be taught to** |
| **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 traditions
* 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

**understand what they read by:*** 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
 | **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 the perfect form of verbs to mark relationships of time and cause
* 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, thator with an implied (i.e. omitted) relative pronoun
* learning the grammar for years 5 and 6 in English 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 independent clauses
* using a colon to introduce a list
* punctuating bullet points consistently
* use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.
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| **Handwriting and presentation** Pupils should be taught to:* write legibly, fluently and with increasing speed by:
* choosing which shape of a letter to use when given choices and deciding whether or not to join specific little
* choosing the writing implement that is best suited for a task.
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