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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.  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 * 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 | |
| **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. | |
| **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. |
| **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. |