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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 * 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 | | | * 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. |
| **Writing - Transcription**  **Pupils should be taught to** | **Reading –**  **Word reading**  **Pupils should be taught to:** | **Writing – Grammar, Vocabulary and Punctuation**  **Pupils should be taught to:** | |
| Spelling (see [**English Appendix 1**](#bookmark=id.gjdgxs)**)**  * use further prefixes and suffixes and understand how to add them (English Appendix 1) * spell further homophones * spell words that are often misspelt (English Appendix 1) * place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s] * use the first two or three letters of a word to check its spelling in a dictionary   write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. | * apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in **English Appendix 1**, both to read aloud and to understand the meaning of new words they meet * read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. | develop their understanding of the concepts set out in **English Appendix 2** by:   * extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although * using the present perfect form of verbs in contrast to the past tense * choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition * using conjunctions, adverbs and prepositions to express time and cause * using fronted adverbials * learning the grammar for years 3 and 4 in English Appendix 2 * indicate grammatical and other features by: * using commas after fronted adverbials * indicating possession by using the possessive apostrophe with plural nouns * using and punctuating direct speech   use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading | |
| **Reading Comprehension Pupils should be taught to** | | **Writing – Composition Pupils should be taught to** | |
| develop positive attitudes to reading and understanding of what they read by:   * listening to and discussing a 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 * using dictionaries to check the meaning of words that they have read * increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally * identifying themes and conventions in a wide range of books * preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action * discussing words and phrases that capture the reader’s interest and imagination * recognising some different forms of poetry [for example, free verse, narrative poetry]   understand what they read, in books they can read independently, by:   * checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context * asking questions to improve their understanding of a text * 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 * identifying main ideas drawn from more than one paragraph and summarising these * identifying how language, structure, and presentation contribute to meaning * retrieve and record information from non-fiction   participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. | | plan their writing by:   * discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar * discussing and recording ideas   draft and write by:   * composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures ([English Appendix 2](#bookmark=id.30j0zll)) * organising paragraphs around a theme * in narratives, creating settings, characters and plot * in non-narrative material, using simple organisational devices [for example, headings and sub-headings]   evaluate and edit by:   * assessing the effectiveness of their own and others’ writing and suggesting improvements * proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences * proof-read for spelling and punctuation errors   read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. | |
| **Handwriting and presentation**  **Pupils should be taught to:** | |
| * use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined * increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. | |