

Overview of English

Here at Kew Woods we aim to develop children into well-rounded individuals who can communicate and share their ideas clearly. They will be able to read with fluency and understanding and have a love of reading. They will be able to write for different purposes with meaning, clarity and concision.

Reading

To support reading some children use the Oxford Reading Tree, which is a progressive scheme combining the decoding of words with the reading of high frequency words. This will help children to read a range of vocabulary on-sight whilst developing their understanding of texts through the use of familiar characters. Kew Woods also uses a banded book system which children use throughout Key Stage 1 and 2. Each band contains a range of genres for children to enjoy and take home to share with an adult. Children receive a weekly guided reading session with teaching staff where they will learn a range of reading strategies and develop their understanding of texts. Each year we take part in World Book Week and there are lots of exciting activities for the children to take part in, such as dressing up as a book character, quizzes, competitions, sharing stories and inviting authors and poets into school.

Phonics

At Kew Woods children in Reception, Key Stage 1, Year 3 and 4 receive a daily phonics lesson which follows the Read Write Inc scheme. Additional intervention groups are also offered following the same scheme. This will support children's reading and spelling. All children will have weekly spelling tests to help them apply their spellings to their writing.

Writing

Children are exposed to a wide range of writing opportunities, not just in English lessons. Teachers plan for cross-curricular writing through topic work and children from Years 2-6 receive a weekly Big Writing session. Different elements of writing are taught through games and practical approaches to enthuse children. Each day English is taught through a range of purposeful units and is an integral part of our curriculum.

Spoken Language

These are the statutory requirements for Years 1-6:

- 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

Year 1

READING

READING - WORD READING	READING - COMPREHENSION
<ul style="list-style-type: none">□ 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, e.g. 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.	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none">□ 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 <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none">□ 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 <ul style="list-style-type: none">□ Participate in discussion about what is read to them, taking turns and listening to what others say <ul style="list-style-type: none">□ Explain clearly their understanding of what is read to them.

WRITING

TRANSCRIPTION	COMPOSITION	VOCABULARY, GRAMMAR AND PUNCTUATION
<p style="text-align: center;"><u>SPELLING</u></p> <p>Spell:</p> <ul style="list-style-type: none"> □ words containing each of the 40+ phonemes already taught □ common exception words □ the days of the week <p>Name the letters of the alphabet:</p> <ul style="list-style-type: none"> □ naming the letters of the alphabet in order □ using letter names to distinguish between alternative spellings of the same sound <p>Add prefixes and suffixes:</p> <ul style="list-style-type: none"> □ 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 <i>un-</i> □ using <i>-ing</i>, <i>-ed</i>, <i>-er</i> and <i>-est</i> where no change is needed in the spelling of root words (e.g. <i>helping</i>, <i>helped</i>, <i>helper</i>, <i>eating</i>, <i>quicker</i>, <i>quickest</i>) <ul style="list-style-type: none"> □ Apply simple spelling rules and guidelines, as listed in Appendix 1. □ Write from memory simple sentences dictated by the teacher that include words taught so far. 	<p>Write sentences by:</p> <ul style="list-style-type: none"> □ 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 <ul style="list-style-type: none"> □ 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. 	<p>Develop their understanding of the concepts set out in Appendix 2 by:</p> <ul style="list-style-type: none"> □ leaving spaces between words □ joining words and joining sentences using <i>and</i> □ 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 in column 1 in year 1 in Appendix 2 □ Use the grammatical terminology in Appendix 2 in discussing their writing.

HANDWRITING

- 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.

Year 2

READING

READING - WORD READING	READING - COMPREHENSION
<ul style="list-style-type: none">□ continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent□ read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes□ read accurately words of two or more syllables that contain the same GPCs as above□ read words containing common suffixes□ read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word□ read most words quickly and accurately when they have been frequently encountered without overt sounding and blending□ read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation□ re-read these books to build up their fluency and confidence in word reading.	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none">□ listening to, discussing and expressing views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently□ discussing the sequence of events in books and how items of information are related□ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales□ being introduced to non-fiction books that are structured in different ways□ recognising simple recurring literary language in stories and poetry□ discussing their favourite words and phrases□ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none">□ 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□ making inferences on the basis of what is being said and done□ answering and asking questions□ predicting what might happen on the basis of what has been read so far <p>□ Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p>

	<ul style="list-style-type: none"> □ Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
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WRITING

TRANSCRIPTION	COMPOSITION	VOCABULARY, GRAMMAR AND PUNCTUATION
<p style="text-align: center;"><u>SPELLING</u></p> <p>Spell by:</p> <ul style="list-style-type: none"> □ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly □ learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones □ learning to spell common exception words □ learning to spell more words with contracted forms □ distinguishing between homophones and near-homophones <p>Add suffixes to spell longer words, e.g. <i>-ment</i>, <i>-ness</i>, <i>-ful</i>, <i>-less</i>, <i>-ly</i></p> <p>Apply spelling rules and guidelines, as listed in Appendix 1.</p> <p>Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.</p>	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> □ writing narratives about personal experiences and those of others (real and fictional) □ writing about real events □ writing poetry □ writing for different purposes <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> □ planning or saying out loud what they are going to write about □ writing down ideas and/or key words, including new vocabulary □ encapsulating what they want to say, sentence by sentence <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> □ evaluating their writing with the teacher and other pupils □ re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form □ proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly) 	<p>Develop their understanding of the concepts set out in Appendix 2 by:</p> <ul style="list-style-type: none"> □ learning how to use both familiar and new punctuation correctly (see Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms <p>Learning how to use:</p> <ul style="list-style-type: none"> □ sentences with different forms: statement, question, exclamation, command □ expanded noun phrases to describe and specify, e.g. <i>the blue butterfly</i> □ the present and past tenses correctly and consistently including the progressive form □ subordination (using <i>when</i>, <i>if</i>, <i>that</i>, or <i>because</i>) and co-ordination (using <i>or</i>, <i>and</i>, or <i>but</i>) □ learning the grammar in column 1 of year 2 in Appendix 2 □ using some features of written Standard English <ul style="list-style-type: none"> □ Use and understand the grammatical terminology in Appendix 2 in discussing their writing.

HANDWRITING

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

- Read aloud what they have written with appropriate intonation to make the meaning clear.



Year 3/4

READING

WORD READING	COMPREHENSION
<ul style="list-style-type: none">□ Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in 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.	<p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none">□ 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 (e.g. free verse, narrative poetry) <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none">□ 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 <ul style="list-style-type: none">□ Retrieve and record information from non-fiction

	<ul style="list-style-type: none"> □ 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.
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WRITING

TRANSCRIPTION	COMPOSITION	VOCABULARY, GRAMMAR AND PUNCTUATION
<p style="text-align: center;"><u>SPELLING</u></p> <ul style="list-style-type: none"> □ use further prefixes and suffixes and understand how to add them (Appendix 1) □ spell further homophones □ spell words that are often misspelt (Appendix 1) □ 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. <p style="text-align: center;"><u>HANDWRITING</u></p> <ul style="list-style-type: none"> □ 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, e.g. 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. 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> □ 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. <p>Draft and write by:</p> <ul style="list-style-type: none"> □ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2) □ organising paragraphs around a theme □ in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices such as headings and sub-headings. <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> □ assessing the effectiveness of their own and others' writing and suggesting improvements □ proposing changes to grammar and vocabulary to improve consistency, e.g. 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. 	<p>Develop their understanding of the concepts set out in Appendix 2 by:</p> <ul style="list-style-type: none"> □ extending the range of sentences with more than one clause by using a wider range of conjunctions, e.g. <i>when, if, because, although</i> □ using the perfect form of verbs to mark relationships of time and cause □ 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 in column 1 of year 3 and 4 in Appendix 2. <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> □ using commas after fronted adverbials □ indicating possession by using the possessive apostrophe with singular and plural nouns □ using and punctuating direct speech. <p>□ Use and understand the grammatical terminology in Appendix 2 accurately and appropriately when discussing their writing and reading.</p>

YEAR 5/6

READING

WORD READING	COMPREHENSION
<p>□ Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p>	<p>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none">□ 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 <p>Understand what they read by:</p> <ul style="list-style-type: none">□ 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

	<p>meaning</p> <ul style="list-style-type: none"> □ 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.
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WRITING

TRANSCRIPTION	COMPOSITION	VOCABULARY, GRAMMAR AND PUNCTUATION
<p style="text-align: center;"><u>SPELLING</u></p> <ul style="list-style-type: none"> □ use further prefixes and suffixes and understand the guidelines for adding them □ spell some words with 'silent' letters, e.g. <i>knight, psalm, solemn</i> □ 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 Appendix 1 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> □ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own □ noting and developing initial ideas, drawing on reading and research where necessary □ in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> □ selecting appropriate grammar and vocabulary, 	<p>Develop their understanding of the concepts set out in Appendix 2 by:</p> <ul style="list-style-type: none"> □ 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 expanded noun phrases to convey complicated information concisely □ using modal verbs or adverbs to indicate degrees of possibility □ using relative clauses beginning with <i>who</i>,

- 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.

HANDWRITING

Write legibly, fluently and with increasing speed by:

- choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters
- choosing the writing implement that is best suited for a task (e.g. quick notes, letters).

understanding how such choices can change and enhance meaning

- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.
- Proof-read for spelling and punctuation errors.
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun

- learning the grammar in column 1 of year 1 in 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 main clauses
- using a colon to introduce a list
- punctuating bullet points consistently.
- Use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing their writing and reading.

The table below shows some of the texts that children will be using as part of their English and Creative Curriculum lessons.

Year 1 and 2

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Once there were Giants! Martin Waddell Now that I am 6 Arthur Howard Write lists Letter writng-replies to the palace Letter to Hamleys	Mrs Lathers Laundry Allan Ahlberg& Andre Amstutz Write recounts of own week/ Write narrative diaries Spell days of week	MeerKat Mail Emily Gravett	Where the Wild things are Maurice Sendak Walking through the Jungle Julia Lacome World Book Week - Poetry focus	Harry and his Bucketful of Dinosaurs Whybrow & Long Tom and the Island of Dinosaurs Ian Beck	Rainbow Fish Marcus Pfister
2	Sword in the Stone / King Arthur Quests	Roald Dahl - Matilda	Roald Dahl - Matilda World Book Week	Aliens love underpants series Freedman and Cort Roald Dahl - The Magic Finger	Roald Dahl - Fantastic Mr Fox / Esio Trot Owl Babies - Martin Waddell	

Year 3 and 4

3	Stig of the Dump - Clive King	Stig of the Dump - Clive King	Myths and Legends - Jason and the Golden Fleece - Claudia Zeff World Book Week	Where my Wellies Take Me - Michael and Claire Morporgo Jessie came across the sea Lynch	The Time travelling cat and the Roman Eagle - Julia Jarman	The Pirates of Pompei - Caroline Lawrence Across the Roman Wall - Theresa Breslin
4	The Curse of King Tut's Mummy	Princess of Egypt : An Egyptian Girl's Diary - Vince Cross	Charlotte's Web - E.B. White World Book Week	Charlotte's Web - E.B. White	Wolf Girl - Theresa Tomlinson	Kevin Crossley Holland Series

Year 5 and 6

5	Roald Dahl - Charlie and the Chocolate Factory	Roald Dahl - Charlie and the Great Glass Elevator Foul Play Tom Palmer	World Book Week	Street Child - Berlie Doherty JK Rowling	Cosmic Aviators - Book 1 GEF Neilson	It's all Greek to ME - Jon Sciesszka
6	The Silver Sword Ian Serrailier The Machine Gunners - Robert Westall	Goodnight Mr Tom - Michele Magorian The Blitz - Vince Cross	The Tale of Despereaux Kate De Camillo World Book Week	Huckleberry Finn Tom Sawyer	Kensuke's Kingdom - Michael Morpurgo 1001 Inventions	Kensuke's Kingdom - Michael Morpurgo