

Opportunities for explicit teaching of Spoken Language are highlighted: these are integral within quality-first teaching of the writing curriculum

Overall Spoken Language teaching:

Pupils should be taught to speak clearly and convey ideas confidently using Standard English. They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication.

They should be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing.

Pupils' acquisition and command of **vocabulary** are key to their learning and progress across the whole curriculum. Teachers should therefore develop vocabulary actively, building systematically on pupils' current knowledge.

They should increase pupils' store of words in general; simultaneously, they should also make links between known and new vocabulary and discuss the shades of meaning in similar words. In this way, pupils expand the vocabulary choices that are available to them when they write.

Overall teaching of Writing:

Teachers should develop pupils' reading and writing in all subjects to support their acquisition of knowledge.

Pupils should develop the stamina and skills to write at length, with accurate spelling and punctuation. They should be taught the correct use of grammar. They should build on what they have been taught to expand the range of their writing and the variety of the grammar they use. The writing they do should include narratives, explanations, descriptions, comparisons, summaries and evaluations: such writing supports them in rehearsing, understanding and consolidating what they have heard or read.

Fluency in the English language is an essential foundation for success in all subjects.

	Autumn Term	Spring Term	Summer Term
Focus Teaching Texts	-My Island - S Demasse-Pottier + S S Ratanavanh -Jack and the Beanstalk - trad tale -Jim and the Beanstalk - R Briggs -Poems to Perform - J Donaldson -A great Big Cuddle - M Rosen -[age appropriate poetry collections]	-Winter Sleep - S Taylor + A Morss -Diary of Samuel Pepys -The Great Fire of London-E Adams -The Great Fire of London - S Davidson -The Paperbag Princess - R Munsch -Princess Smartypants - B Cole	-A Story about Afiya-J Berry -Tibble and Grandpa - W Meddour + D Egneus -Every Child a song - N Davies + M Martin -Dear Greenpeace - S James -The Snail and the Whale - J Donaldson
Literary Form (genres)	Poetry in a range of forms; Instructions; Traditional Tales; Narrative	Letters; diaries; traditional tales based in other countries; Information books (Animals)	Narrative; Recount from Personal experience; postcards
Link to Main NC Area of Learning (Theme)	-UK Countries (Geog) -Traditional Tales (English-Reading) -Listening to and discussing a wide range of poems...recite some by heart (English-Reading)	-Comparing Lives of Monarchs and population ie. E 1 st + 2 nd ; Victoria (history) -Great Fire of London (History)	-Local study (History/Geography) -Plants/Environment (Science) -growing from young to old + life cycles in nature; different types of family; transition (RSHE)
<u>Milestones/ End Points to be reached by the end of each term...pupils will be able to:</u>			
Composition: Sentence building	-Be aware of use of uppercase letters at start of sentences and full-stops at the end. Know the reasons for this. - be aware that we use uppercase letters to name some proper nouns -write simple sentence-like constructions	-Begin to punctuate sentences with a capital letter and end punctuation -write sentence-like constructions and some successful sentences -Know what exclamation and question marks are for - With support, start to use uppercase letters to name some proper nouns ie with people's names at the start and end of letters -with support, use 'and' to join clauses	-Usually punctuate sentences with a capital letter and end punctuation -Usually write in sentence-like constructions, with successful simple sentences - Commonly use 'and' to join clauses -start to use exclamation and question marks - Sometimes use uppercase letters to name some proper nouns
Composition: Text building	- use a model to write a non-rhyming poem e.g. as a 'list' of ideas inspired by the given context - usually write a title -With support, sequence ideas to form a short and simple narrative (oral and written) based on a known story, sometimes using a pictorial story map as a guide	- Start to sequence ideas to form a short and simple narrative (oral and written) based on a known story, sometimes using a pictorial story map as a guide -With support, sequence ideas to recount a real experience - do this orally too with a partner -With support, write to the simple purpose of the task, relating content to that purpose	- Begin to sequence ideas to recount a real experience - emphasis on oral recount to a partner, small group or whole class - Begin to write to the simple purpose of the task, relating content to that purpose
Composition: Authorial effect	-Use the adult's model to write simply to the task - Say out loud what they are going to attempt to write - play with words in simple poems: considering effect when read orally -with support, provide more detail about a noun by describing it	-Compose a sentence orally and then attempt to write -With support, reread what they have written to check its sense - sometimes provide more detail about a noun by describing it -with support, use vocabulary they know to support the context of their writing, including some appropriate adjectives and verbs	- Sometimes use an exclamation mark to amuse, interest or scare the reader -Start to reread what they have written to check its sense - read to others to discuss understanding and impact -usually provide more detail about some nouns by describing them

	<ul style="list-style-type: none"> -with support, will know how to use vocabulary they know to support the context of their writing, including some appropriate adjectives and verbs e.g. shiny, old, happy, ran, took, jumping 	<ul style="list-style-type: none"> -will sometimes use a title to inform 	<ul style="list-style-type: none"> - start to use vocabulary they know to support the context of their writing, including some appropriate adjectives and verbs
<p>Composition: Grammar/terminology (see NC below)</p>	<ul style="list-style-type: none"> -understand that a sentence contains information about someone or something that 'does', 'is' or 'has' something - recognise a full stop -begin to understand the concept of present and past tense, and use this understanding orally - understand that 'and' means we are adding information - orally rehearse sentences - understand what the nouns in sentences are and how to form the plurals 	<ul style="list-style-type: none"> -understand that we can use 'and' to add two words together in a sentence, when those two things are acting or being affected in the same way -punctuate either orally or with an action – discuss effects when read aloud - understand that nouns can be people, places or things -understand that adjectives can be added to a noun to give more detail 	<ul style="list-style-type: none"> - talk about the sentences they have written and explain why they are sentences -understand that we can join two sentences together using the word and; when this happens we will only need one full stop at the end -understand that, although these structures occur in a 'stream' in speech, it is important not to use too many clauses in one sentence: compare oral and written language
<p>Transcription: Phonics into spelling (for full detail of specific spelling items, see Wbrx CEPS Spelling Curriculum Map- Appendix 1)</p>	<p><u>L+S Specific:</u></p> <ul style="list-style-type: none"> -Use phonic knowledge to encode and, with support, start to spell words in a phonetically plausible way -Spell the 5 tricky words from L+S Phase 2 <p><u>NNS Specific</u></p> <p><u>After practice, start to appropriately use in independent writing:</u></p> <ul style="list-style-type: none"> -off, well, back, miss, buzz; - eg. bank, think, honk, sunk; -catch, fetch, hutch + exceptions: rich, which, much, such; -have; -adding -s and -es to words (plural of nouns and the third-person singular of verbs) eg. if the ending sounds like /s/ or /z/, it is spelt as -s eg. cats, dogs; -add the endings -ing, -ed to verbs where no change is needed to the root word: jumping, jumped; - syllables in names (becoming familiar with the term); - words ending in -y (/i:/ or /I/) eg. names in class eg. Danny, Sammy; -when, where, what, why – say words to others to help identify number of syllables 	<p><u>L+S Specific</u></p> <ul style="list-style-type: none"> -Use phonic knowledge to encode and attempt to spell words in a phonetically plausible way – including some use of common digraphs -Spell some of the tricky words from L+S Phase 3 - with support, to start to recognise new graphemes which are used to represent phonemes in words (ie 'n' = 'gn' or 'kn' etc) <p><u>NNS Specific</u></p> <p><u>after practice, start to appropriately use in independent writing:</u></p> <ul style="list-style-type: none"> -revisit spellings: ff, ll, ss, zz and ck, focus on exceptions: if, pal, us, bus, yes; -plurals if the ending sounds like /Iz/ and forms an extra syllable or 'beat' in the word, it is spelt as -es eg. witches + practise more plurals adding both -s and -es ALSO...third person verbs adding -s eg. she sings, he plays; --ing + -er further practice, add an extra syllable to the word eg. hunting, kinder...+ add -ed to words to make a past tense verb eg. wished; - talk about syllables... clap syllables, hear syllables, put hand under chin; - very, happy, funny, silly, jolly, party, family - wh- where, what, which, wheel, while, why -compound words-these are two words joined together. Each part of the longer word is spelt as it would be if it were on its own eg. Laptop (link to syllables' learning) - practise spelling all the days of the week 	<p><u>L+S Specific:</u></p> <ul style="list-style-type: none"> -Use phonic knowledge to encode and usually spell words in a phonetically plausible way – including digraphs -Spell most of the tricky words from L+S Phase 3 - to sometimes recognise and with support, start to use new graphemes which are used to represent phonemes in words <p><u>NSS Specific</u></p> <p><u>after practice, start to appropriately use in independent writing:</u></p> <ul style="list-style-type: none"> - -s, -es the third person singular of verbs, adding syllable s + practise the third person singular of verbs --ed, add -ed to the word, sometimes makes an extra syllable eg. wanted - adding -er and -est to adjectives where no change is needed in the root word eg.grander -ending in -y: continue to point out during reading and apply in writing + practise and revise earlier words -compound words: football, playground, farmyard, bedroom, blackberry -days of week: practise and check independent spelling -prefix un: undo, unhappy, unfair, unlock, unload

<p>Transcription: Handwriting</p>	<p>-Sit correctly at a table beginning to hold pencil in correct 'tripod' grip [dynamic] -Practise letters belonging to 'families' which are formed in similar ways e.g. <i>c,o,g,d</i> - Print letters with the correct start and exit points for each letter, orientating correctly on the line, mainly without a model</p>	<p>- Form lower-case letters correctly and confidently, starting and finishing in the right place - Form most uppercase letters – using a model -Start to use spaces between words -Hold pencil comfortably and correctly in tripod/dynamic grip -Form digits 0-9 using a model</p>	<p>-Start to write lower-case using cursive lead-ins and lead-offs - Form most uppercase letters – without a model -Form digits 0-9 without model - Use spaces between words</p>
<p>NC for English: Vocabulary, Grammar, Punctuation (and Spelling)</p>	<ul style="list-style-type: none"> • Understand and start to use regular plural noun suffixes –s or –es, including the effects of these suffixes on the meaning of the noun; Suffixes that can be added to verbs where no change is needed in the spelling of root words; How the prefix un– changes the meaning of verbs and adjectives • Understand how words can combine to make sentences; Joining words and joining clauses using 'and' • Sequence sentences to form short narratives • Separate words with spaces; starting to use capital letters, full stops, question marks and exclamation marks to demarcate sentences along with capital letters for names and for the personal pronoun 'I' • <u>Terminology</u>: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark 		