

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.

Cycle A	Autumn Term	Spring Term	Summer Term
Focus Teaching Texts	-Secrets of a Sun King; E Carroll -The Time Travelling Cat and the Egyptian Goddess; J Jarman -Marcy and the Riddle of the Sphinx; J Todd-Stanton -collection of poetry anthologies + non-fiction texts from School Topic Library Loan	-The Firework Maker's Daughter; P Pullman -King of the Cloud Forests; M Morpurgo + non-fiction texts from School Topic Library Loan	-Classic Fairy Tales; B Doherty and J Ray -The Stinky Cheese Man and Other Fairly Stupid Tales; J Scieszka & Lane Smith -King Arthur and the Knights of the Round Table; M Williams - Hamlet or MacBeth stories; M Andrews - Mr William's Shakespeare's Plays; M Williams
Literary Form (genres)	Poetry; instructions; recount reports; letters	Information files; persuasive technique; diaries; narrative	Poetry; narrative; playscript
Link to Main NC Area of Learning (Theme)	The Egyptians (History)	Volcanoes/ Earthquakes/ Mountains (Geography)	Castles/ local buildings (geog + history) Traditional/ Fairy Tales (English-Reading)
Cycle B			
Focus Teaching Texts	-Empire's End – A Roman Story; L Rasheed -Revolt Against the Romans; T Bradman	-The Explorer; K Rundell -The Great Kapok Tree; L Cherry -The Tin Forest; H Ward & W Anderson	-Stig of the Dump; C King -Ug-Boy Genius of the Stone Age; R Briggs -Cave Baby; J Donaldson & E Gravett -The History of Prehistory; M Manning & B Granstrom -collection of ancient myths and legends
Literary Form (genres)	Diaries; instructions; reports; Point of View	Playscripts; info leaflets; posters; short stories; letters	Letters; reports; myths/legends; poetry
Link to Main NC Area of Learning (Theme)	Romans (history)	Rainforests (Geography)	Stone Age (History)
Milestones/ End Points to be reached by the end of each term...pupils will be able to:			
Composition: Sentence building	-Write a variation of coordinating and subordinating sentences -Write questions -mostly demarcated sentences -Use commas in lists	- Begin to use commas between clauses - Vary position of the main clause within sentences, either before or after the subordinating clause - Engage more regular use of commas between clauses - Start to use the adult model of fronted adverbials	- demarcate all sentences - Successfully use fronted adverbials to open sentences, with commas after fronted adverbials - Include dialogue within narratives - Use a range of tenses accurately, maintaining the chosen tense

	<ul style="list-style-type: none"> - Try to maintain the tense eg. simple past, present tense and progressive tense - Start to use possessive apostrophe for regular plurals - Start to use an adult's model of including dialogue in narratives - Begin to use inverted commas for dialogue 	<ul style="list-style-type: none"> - Write more complex lists of longer items - Mostly use inverted commas for dialogue 	<ul style="list-style-type: none"> - Use a colon to introduce a long list - Use apostrophe for regular and irregular plurals - Use inverted commas accurately for dialogue
<p>Composition: Text building</p>	<ul style="list-style-type: none"> - Use adult model to begin to organise paragraphs, as a way to group related material - In story-writing create settings, characters and plot, using a shared text to gather ideas: with adult support, use dramatic techniques to develop and consolidate validity of ideas - Include headings and sub-headings in non-narrative writing - Sequence ideas chronologically - Using the adult model, begin to use fronted adverbials to vary sentence openings - Start to write poems in different forms eg. shape poems / simple structure poems with scaffold/ list / free verse / narrative poetry - Try to maintain correct tense to achieve cohesion through the piece 	<ul style="list-style-type: none"> - In story-writing, tend to create settings, characters and plot, using a shared text to gather ideas: use of drama techniques to develop and consolidate - Starts to include headings and sub-headings in non-narrative writing - Sequence ideas chronologically, starting to use a range of conjunctions to make the sequence clear - Start to choose to use fronted adverbials to open some sentences - Begin to recognise and use some features of the chosen genre - Maintain correct tense to achieve cohesion through the piece 	<ul style="list-style-type: none"> - With some independence, organise paragraphs around a theme - Create settings, characters and plot when writing stories, sometimes innovating with own ideas: use of drama techniques to develop and consolidate - Use a wide range of conjunctions and adverbials to achieve cohesion, and to extend sentence complexity - Independently use fronted adverbials to open some sentences - Know and use some features of the chosen genre - Maintain correct tense to achieve cohesion, sometimes managing change of tense when required
<p>Composition: Authorial effect</p>	<ul style="list-style-type: none"> - talk with an adult about the purpose of the writing and who the audience will be - orally compose sentences to check for meaning and effect - use vocabulary which has an effect on the reader eg. to frighten or surprise them - play with words in different kinds of poems and talk about preferences and express preferences of types of poetry (with support of adult models) - experience and discuss formality within texts, and how it contrasts with informality - read aloud their own writing to check it makes sense 	<ul style="list-style-type: none"> - plan and discuss what they are going to write about, and record ideas - use vocabulary to create mood and atmosphere - draw on vocabulary and phrasing of books read aloud or independently - discuss and express preferences - read and discuss similar texts to consider the effect on the reader - and express preferences, with appropriate questioning and encouragement - orally rehearse dialogue for effect; what does it tell the reader? - in discussion with others, assess the effectiveness of their own writing for the audience, with adult support and modelling, start to give responses to the work of others and reasons for those opinions 	<ul style="list-style-type: none"> - know the purpose of the writing and who the audience will be - use new and less familiar vocabulary to add further detail and interest - experiment with words and their placement, discussing and debating the effect of making changes - assess the effectiveness of their own and others' writing, and suggest/make improvements: in related discussion start to independently give responses to the work of others and reasons for those opinions and starting to build on the contributions of others
<p>Composition: Grammar/ terminology (awaiting termly assignment after consultation with</p>	<p>Co-ordination and subordination</p> <ul style="list-style-type: none"> - use and understand the terms <i>conjunction</i>, <i>clause</i> and <i>subordinate clause</i> when discussing sentence construction; understand how to punctuate complex sentences, using commas to mark clauses where the sentence begins with the subordinate clause; recognise where the sentence ends and punctuate accurately; understand the meanings of conjunctions and be able to use a wide range of them; understand that the order of clauses can be manipulated for effect; understand and discuss how different sentence constructions can be used for effect within texts. <p>Sentence types</p>		

CTs after year's
pilot is complete)

-understand the conventions used to demarcate speech in writing, ie inverted commas around all words spoken, with punctuation at the end of the speech - end punctuation within inverted commas - use of comma following reporting clause where it starts the sentence (*The conductor shouted, 'Sit down!'*); understand that all four sentence types can be used in dialogue; understand how questions can be used for different purposes in information texts.

Nouns and noun phrases

-understand different ways that nouns are formed (e.g. with prefixes) and how other words are related in word families; understand how to use *a/an* correctly; understand the difference between plural and possessive 's'; understand and explain that nouns can be expanded before and after the main noun (pre- and post-modification); understand that determiners are part of the noun phrase and use a wide range (e.g. numbers, possessives, articles); understand that prepositional phrases can be used to add information about a noun, after the noun; understand how to link ideas across a text and avoid unnecessary repetition through the use of nouns and pronouns; understand different ways that nouns are formed and how other words are related in word families.

Adverbials

-understand that a word or phrase can fill the adverbial slot in a sentence; understand that adverbials usually express how, when or where, but can also express cause, purpose or reason; understand that adverbials can be moved into different places in a sentence for effect; when they occur at the start of a sentence they are called *fronted adverbials*; understand that most adverbial phrases begin with a preposition and are therefore also prepositional phrases; understand that commas need to be used after fronted adverbials.

Verbs

-construct the present perfect form using the verb *to have* with the past participle; form the past participle with regular and irregular verbs; understand how the present perfect expresses a different meaning; understand that the perfect form of the verb can also be expressed in the past perfect; use the correct form of Standard English verb inflections.

Terminology:

Adverb; preposition conjunction; word family; prefix; clause; subordinate clause; direct speech; consonant; consonant letter vowel; vowel letter; inverted commas (or speech marks); determiner; pronoun; possessive pronoun; adverbial

<p>Transcription: Phonics into spelling (also refer to Appendices 1+2 for Y3/4 NC Spelling Appendix and statutory word list for full coverage of the appropriate spelling expectations and non-statutory example words.)</p>	<p><u>after practice, start to appropriately use in independent writing:</u></p> <ul style="list-style-type: none"> - revisit: <i>love, live, have, give, dove, move, glove</i> - revisit -s, -es (plurals and verb endings) when linked to reading and writing - -s, -ss: introduce: <i>sure, mission, sugar, pressure</i> - digraphs+ trigraphs: revisit selected GPC alternatives e.g. <i>oo / fruit, group, igh / height, or / naughty, quarter</i> + revisit other GPCs as they occur in reading and writing eg. <i>ou/ow; oi/oy</i>, including split digraphs eg. <i>u-e</i> - ph: revisit and check <i>dolphin, alphabet, phonics, elephant</i> - -y: revisit where these occur in reading and writing eg. <i>happy, sunny, family, history</i> - wh: revisit and check <i>when, where, which, wheel, why</i> - -kn + gn: revisit and check: <i>know, knock, knee, gnat, gnaw</i> - 'ge' sounds and alt spellings: check: <i>jog, join, age, huge, badge, edge, gem, giant, magic, energy, village</i> - the /s/ sound spelt c before e, i and y, eg. <i>race, ice, cell, city, fancy</i> - the /l/ or /əl/ sound spelt -le; -el; -al; -il: revisit and check; <i>table, apple, bottle, middle, little; camel, tunnel, travel; metal, petal, animal, pencil, fossil, nostril</i> - adding -es to nouns and verbs ending in -y: revisit as words arise in reading and writing: <i>flies, replies, copies, babies, cherries, factories, families, hurries, carries, bullies</i> - the suffixes -ment, -ness, -ful, -less, -ly, -ation, 'ful' + 'ness' (used together), EG. <i>forgetfulness; hatefulness; painfulness</i> - the /i:/ sound spelt -ey, eg. <i>key, donkey, monkey, chimney, valley</i> - the /b/ sound spelt a after w and qu; the /z:/ sound spelt or after w; the /ɔ:/ sound spelt ar after w, eg. <i>watch, wander, squash; work, world; warm, towards</i> - the /ʒ/ sound spelt s, eg. : <i>television, treasure, usual; occasion(ally)</i> - words ending in -tion, EG. question, mention, position; <i>fiction, section, nation, motion;</i> <i>injection, action</i> 	<p><u>after practice, start to appropriately use in independent writing:</u></p> <ul style="list-style-type: none"> - revisit GPCs for the 'ee' phoneme: ee/ea/e-e/ie/y/ey: <i>complete, these, theme, extreme, heel, heal, he'll, wheel, we'll</i> - compound words: revisit and apply eg. <i>swimsuit, fairground, football, waterfall, classroom</i> - wr- revisit and check: <i>write, writing, written, wrote, wrong, wrap, wring</i> - ing exceptions: <i>copying, crying, replying</i> - ou introduce: <i>trouble, country, young, double, trouble, rough, touch</i> - homophones and other words that are often confused: <i>heel/heal/he'll; rain/rein/reign; plain/plane; groan/grown; night/knight</i> - the suffix -ly with root words ending 'le', 'ic' or '-y': eg. <i>simply, humbly, gently, basically, frantically, dramatically, heroically + happily, funnily, luckily</i> - vowel digraphs and trigraphs: e.g. <i>ai, oi, ay, oy, a-e, e-e, i-e, o-e, u-e, ar, ee, etc.:</i> words with the 'ei' sound spelt ei, eigh or ey e.g. <i>they, weight, eight, grey, sleigh, reign</i> - the /s/ sound spelt c before e, i and y, EG. centre, century, certain, circle, decide, notice, - the /l/ or /əl/ sound spelt -le at the end of words; the /l/ or /əl/ sound spelt -el at the end of words; the /l/ or /əl/ sound spelt -al at the end of words; words ending in -il, EG. actual, material, natural, possible, special - adding -ed, -ing, -er and -est - adding suffixes beginning with vowel letters to words of more than one syllable, EG. <i>cornering, fastened, awaken, beginner, gardener, gardening, preferring, preferred, limited,</i> - prefixes: the prefixes <i>in-, il-, im- and ir-</i> EG. <i>Inactive, incapable, inaccurate, incredible, immature, immobile, impossible, impatient, impolite, irregular, irrational, irresponsible, irresistible, illegal, illiterate, illegible, illogical</i> - words with endings sounding like /ʒə/ or /tʃə/ (spelt -sure and -ture), EG. <i>treasure, measure, pleasure, closure</i> - words with the /ʃ/ ("sh") sound spelt <i>ch,</i> eg. <i>chalet, chef, brochure, parachute, machine</i> - words ending with -gue and -que, eg. <i>league, tongue, antique, unique</i> - words with the /eɪ/ sound spelt <i>ei, eigh, or ey,</i> eg. <i>they, weigh, eight, eighth, grey, sleigh</i> - homophones and other words that are often confused, eg. <i>peace/piece, main/mane, fare/fair, heard/herd</i> 	<p><u>after practice, start to appropriately use in independent writing:</u></p> <ul style="list-style-type: none"> - the /b/ sound spelt a after w and qu; the /z:/ sound spelt or after w; the /ɔ:/ sound spelt ar after w, eg. REVISIT: <i>watch, wander, squash; work, world; warm, towards</i> - words ending in -tion, EG. <i>fiction, fraction, direction, attention invention, injection, action, completion, intention, mention, position, question</i> - adding suffixes beginning with vowel letters to words of more than one syllable: -ing, -er, -en, -ed, EG. answer, consider, quarter, calendar, grammar, particular, peculiar, popular, regular - prefixes: the prefixes <i>anti- and inter-</i>, EG. <i>antibiotic, antihero, international, intertwine, interject, intercept, interrupt, intervene, internet, intermission, interpreter, interactive</i> - The suffix -ation, EG. <i>hesitation, adoration, information, sensation, preparation, admiration</i> - The suffix -ly, EG. <i>happily, prettily, easily, sleepily, greedily, clumsily, angrily; gently, simply, humbly, nobly; basically, frantically, dramatically; definitely, infinitely,</i> - words with endings sounding like /ʒə/ or /tʃə/ (spelt -sure and -ture), EG. <i>mixture, adventure, capture, feature, moisture, nature, picture, vulture</i> - endings which sound like /ʒən/ spelt 'sion', EG. <i>division, invasion, confusion, decision, collision, television, explosion, corrosion, intrusion, conclusion</i> - the suffix -ous, EG. <i>spacious, envious, courageous, furious, monstrous, poisonous, mountainous, famous, various, dangerous</i> - endings that sound like /ʃən/, spelt -tion, -sion, -ssion, -cian, EG. <i>physician, optician, magician, politician, electrician; extension, collision, confusion, exclusion, infusion, explosion, corrosion; profession, session, percussion, passion, mission, possession; fiction, fraction, direction, attention, mention</i> - words with the /s/ sound spelt <i>sc,</i> EG. <i>science, scene, scissors, ascend, descend, scented, crescent, abscess</i> - possessive apostrophe: revise both singular and plural possession
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- homophones and near-homophones: eg, break/brake; great/grate; eight/ate; **weight/wait**; son/sun; to/two/too; hear/here; won/one; quite/quiet; new, knew; there, their, they're; your/you're; meet/meat; fair/fare; knot/not;

- the /i/ sound spelt y other than at the end of words, eg. myth, gym, pyramid, mystery, Egypt

- prefixes: the prefixes un- (revise) and dis- (teach), eg. unlucky, unusual, undress, unwell disappoint, disagree, disobey, disown, dishonest, distrust, dislike, **disappear**

- the prefixes mis- and re-, eg. misbehave, mislead, misspell; redo, refresh, reappear, redecorate, return

- the prefixes sub- and tele- + 'super' and 'auto'

- the suffix -ly, eg. sadly, closely, completely, quickly, likely, lately, usually (usual + ly), finally (final + ly), comically

- words with the /k/ sound spelt ch, eg. Christmas; ache, anchor, school, choir, echo

<p>Transcription: Handwriting</p>	<p>-Join lower-case letters using school's chosen style -Maintain even-sized lettering in best writing -ensure descenders and ascenders are appropriate and parallel to each other - make sure lower-case letters are distinct from capital letters, including those of same shape e.g. cC, sS, wW -Start to check and correct any errors in letter formation</p>	<p>-Check and correct any errors in letter formation -Ensure even sized lower-case letters -start to use an ink pen (optional depending on handwriting legibility with pencil writing) - Maintain even-sized lettering in most writing - check and correct any errors in letter formation - work at building stamina and fluency to handwrite longer pieces</p>	<p>- show increased stamina and fluency to handwrite longer pieces -Check that lines are spaced sufficiently so that descenders and ascenders do not touch - Maintain even-sized lettering in all writing - Usually check and correct any errors in letter formation</p>
<p>NC for English: Vocabulary, Grammar, Punctuation (and Spelling)</p>	<ul style="list-style-type: none"> • Form nouns using a range of prefixes; Use of the forms 'a' or 'an' according to whether the next word begins with a consonant or vowel; Word families based on common words, showing how words are related in form and meaning; The grammatical difference between plural and possessive -s; Standard English forms for verb inflections instead of local spoken forms • Expressing time, place and cause using conjunctions, adverbs or prepositions; Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases; Fronted adverbials • Introduction to paragraphs as a way to group related material; Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past; Use of paragraphs to organise ideas around a theme; Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition • Introduction to inverted commas to punctuate direct speech; Use of inverted commas and other punctuation to indicate direct speech; Apostrophes to mark plural possession; Use of commas after fronted adverbials 		

