[](https://www.yourschoollottery.co.uk/lottery/school/banks-st-stephens-cofe-primary-school)

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| Long Term Individual Subject Curriculum Plan 2020-21 | | | | | | | | | |
| Subject: English | | | | | | | | | |
| The English curriculum, including GPS, is compliant with and follows the progression of the National Curriculum 2014 | | | | | | | | | |
| Policies are in place for the systematic teaching of Phonics (using Letters and Sounds) and the teaching of reading from Reception to Y6 | | | | | | | | | |
|  | Autumn 1 | Autumn 2 | Spring 1 | | Spring 2 | | Summer 1 | Summer 2 | |
| Y6 | Older Literature – Macbeth – rewrite a scene  Information text hybrid – Ice Trap  Poems with imagery – The Highwayman | Survival story  Biography – Charles Darwin linked to Science | | Diary entry from a character  Persuasive letter about the removal of the lighthouse | | Narrative building tension and suspense - Francis  Newspaper report based on Francis’ disappearance | | | Short term writing outcomes for final assessment:  Narrative  Diary entry  Biography  Poem |
| Vocabulary, Grammar & Punctuation | Word | The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] How words are related by meaning as synonyms and antonyms [for example, big, large, little]. | | | | | | | |
| Sentence | Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He’s your friend, isn’t he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] | | | | | | | |
| Text | Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] | | | | | | | |
| Punctuation | Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It’s raining; I’m fed up] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover | | | | | | | |
| Terminology for Pupils | subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points | | | | | | | |
| Spelling | See National Curriculum pages 66-71 taught in order according to the No Nonsense Spelling scheme. | | | | | | | | |
| Y5 | Stories from other cultures - narrative writing (rainforest adventure)  Debate (deforestation) | Stories with historical settings (Oliver Twist)  Films & Play scripts (Oliver Twist)  Classic narrative poetry (A Visit from St Nicholas by Clement Clarke Moore) | Science fiction  Poems with a structure - haiku  Recount (astronaut) | | Myths  Non Chronological Report – the Olympics  Poems with figurative language | | Novel as a theme - A range of writing outcomes linked to the novel, e.g. diary, letter, internal monologue, summary, prediction.  Explanation Text | Legends of the British Isles  Persuasive Text (Persuasive Film/TV broadcast about a country within the British Isles. | |
| Vocabulary, Grammar & Punctuation | Word | Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] Verb prefixes [for example, dis–, de–, mis–, over– and re– | | | | | | | |
| Sentence | Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] | | | | | | | |
| Text | Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] | | | | | | | |
| Punctuation | Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity | | | | | | | |
| Terminology | modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity | | | | | | | |
| Spelling | See National Curriculum pages 66-71 taught in order according to the No Nonsense Spelling scheme. | | | | | | | | |
| Y4 | Story with historical setting, diary letter  Classic Narrative Poetry- Colonel Fazackerley  **The Lion, The Witch and** **The Wardrobe**- CS Lewis | Recount Newspapers  Fantasy  Innovated narrative  **The Lion, The Witch and** **The Wardrobe**- CS Lewis | Explanation Film/Play script  Recount Newspapers  **The House that Sailed Away** – Pat Hutchins | | Issues and Dilemmas- Persuasion- Holiday brochure  **The Balaclava Boys-** The Fib  (What happened to Lulu?) Extra poetry focus. | | Stories with a theme  Poems with a Structure  Information booklets  Holiday brochures  **The Firework Maker’s** **Daughter**- Phillip Pullman | Explanation: The water cycle  Discussion  Information  **The Butterfly Lion**- Michael Morpurgo | |
| Vocabulary, Grammar & Punctuation | Word | The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] | | | | | | | |
| Sentence | Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.] | | | | | | | |
| Text | 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 | | | | | | | |
| Punctuation | Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”] Apostrophes to mark plural possession [for example, the girl’s name, the girls’ names] Use of commas after fronted adverbials | | | | | | | |
| Terminology for Pupils | determiner pronoun, possessive pronoun adverbial | | | | | | | |
| Spelling | See National Curriculum pages 59-65 taught in order according to the No Nonsense Spelling scheme. | | | | | | | | |
| Y3 | Story as a Theme – Stone Age Boy  Poems on a theme – The Old Dry Stone Wall  Persuasive letters – Stone Henge | Fables – The Lion & The Mouse  Poetry – Poems with different structures (Christmas)– Kennings, shape poems.  Discussion – Should chocolate be in advent calendars? | Novel as a theme – The Iron Man  Explanation texts | | Biographies – Thomas Edison  Folk Tales – The Lancashire Giant | | Playscripts – Escape from Pompeii  Information Posters | Mystery Stories – the Magic Faraway tree  Diary entries – the Magic Faraway tree | |
| Vocabulary, Grammar & Punctuation | Word | Formation of nouns using a range of prefixes [for example super–, anti–, auto–] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] | | | | | | | |
| Sentence | Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of | | | | | | | |
| Text | 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 [for example, He has gone out to play contrasted with He went out to play | | | | | | | |
| Punctuation | Introduction to inverted commas to punctuate direct speech | | | | | | | |
| Terminology for Pupils | preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or ‘speech marks’) | | | | | | | |
| Spelling | See National Curriculum pages 59-65 taught in order according to the No Nonsense Spelling scheme. | | | | | | | | |
| Y2 | Stories with familiar settings  Non-chronological reports | Traditional tales with a twist.  Poems based on a model  Instructions | Stories by the same author  Non-chronological reports | | Animal adventure stories  Riddles  Persuasion | | Stories with familiar settings  Classic poems  Recount: letters | Story as a theme  Explanations  Poems on a theme | |
| Vocabulary, Grammar & Punctuation | Word | Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found on page 56 in the year 2 spelling section in English Appendix 1) Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs | | | | | | | |
| Sentence | Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command | | | | | | | |
| Text | Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] | | | | | | | |
| Punctuation | Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl’s name] | | | | | | | |
| Terminology for Pupils | noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma. | | | | | | | |
| Spelling | See National Curriculum pages 55-58 taught in order according to the No Nonsense Spelling scheme. | | | | | | | | |
| Phonics following Letters & Sounds | Phase 5 | Phase 6 | | | | | | | |
| Y1 | Stories by the same author  Non-chronological reports  Poems on a theme | Repetitive patterned stories  Poems on a theme  Range of non-fiction text | Classic stories  Instructions  Traditional rhymes | | Traditional tales  Recounts | | Stories with familiar settings  Non-fiction texts: booklets  Traditional rhymes | Stories with fantasy settings  Poems to learn by heart  Recounts. | |
| Vocabulary, Grammar & Punctuation | Word | Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], 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 (e.g. helping, helped, helper) How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat] | | | | | | | |
| Sentence | How words can combine to make sentences Joining words and joining clauses using and | | | | | | | |
| Text | Sequencing sentences to form short narratives | | | | | | | |
| Punctuation | Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I | | | | | | | |
| Terminology for Pupils | letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark | | | | | | | |
| Phonics following Letters & Sounds | Phase 4 | Phase 5 | | | | | | | |

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| st-stephens-final.png  **EYFS – Literacy** | | |
| EYFS Development Bands | Key Learning | Vocabulary |
| **Communication & Language**  **Birth To Five Matters**  Range 5  • • Beginning to use more complex sentences to link thoughts (e.g. using and, because)  • Able to use language in recalling past experiences  • Can retell a simple past event in correct order (e.g. went down slide, hurt finger)  • Uses talk to explain what is happening and anticipate what might happen next  • Questions why things happen and gives explanations. Asks e.g. who, what, when, how  • Beginning to use a range of tenses (e.g. play, playing, will play, played)  • Continues to make some errors in language (e.g. runned) and will absorb and use language they hear around them in their community and culture  • Uses intonation, rhythm and phrasing to make the meaning clear to others  • Talks more extensively about things that are of particular importance to them  • Builds up vocabulary that reflects the breadth of their experiences  • Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle  Range 6  • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words  • Uses language to imagine and recreate roles and experiences in play situations  • Links statements and sticks to a main theme or intention  • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events  • Introduces a storyline or narrative into their play  **Statutory Framework Early years Foundation Stage Curriculum 2021**  Statutory ELG: Comprehension (Literacy) Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.  Statutory ELG: Speaking Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. | **Listening and Attention**  *Listen* - listen to others 1:1/in groups/whole class, in familiar and new situations or activities, listen to stories with enjoyment.  *Attention* – maintain attention in familiar and unfamiliar situations, attend to other people (adults, peers) both familiar and unfamiliar.  *Respond* – to others questions, when listening to stories, to instructions, responding with relevant comments.  *Communication* – engage in conversations with others giving attention, respond and communicate appropriately, talk about familiar events or characters in stories.  Understanding  *Respond to* – interact with other people in a range of situations – in conversations, in their play, in response to stories or questions.  *Follow* - instructions, requests, and ideas in a range of contexts and situations.  *Respond to and answer questions* – ‘where’, ‘how’, and ‘why’ questions about self and own experiences; how and why in response to stories and events; answer questions in response to thoughts, ideas, predications, speculation, provocations.  **Speaking**  *Speaking* – speak clearly, speak in sentences, use sentences that give many details.  *Questioning* – ask and answer questions when talking to familiar/unfamiliar people in different contexts.  *Vocabulary* – use an increasing range of vocabulary appropriately, understand the meaning of new words.  *Communication* – communicate freely with different people, engage in conversations taking into account the listener, take turns and listen and to speak in different contexts.  *Uses Tenses* – past, present and future – in conversations with peers/adults about themselves and their experiences, activities, ideas and events.  *Reasoning* – talk about and explain reasons for actions, events, activities; explain their ideas giving reasons in different contexts.  *Clarify Thinking* – use talk to connect ideas, and share their thinking in different contexts.  *Narrative* – use language of stories to imagine and recreate ideas in different contexts. | Talk, expand, ideas, reflect, why, where, what, who, then, after that, yesterday, tomorrow, next week, respond, listen, respect, follow, instructions, thoughts, ideas, predictions, speculation, explain, share, vocabulary, question, answer. |
| **Reading**  **Birth To Five Matters**  Range 5  • Listens to and joins in with stories and poems, when reading one-to-one and in small groups  • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories  • Begins to be aware of the way stories are structured, and to tell own stories  • Talks about events and principal characters in stories and suggests how the story might end  • Shows interest in illustrations and words in print and digital books and words in the environment  • Recognises familiar words and signs such as own name, advertising logos and screen icons  • Looks at and enjoys print and digital books independently  • Knows that print carries meaning and, in English, is read from left to right and top to bottom  • Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print)  • Handles books and touch screen technology carefully and the correct way up with growing competence  • Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps  • Begins to develop phonological and phonemic awareness - Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs, poems and rhymes - Claps or taps the syllables in words during sound play - Hears and says the initial sound in words  Range 6  • Enjoys an increasing range of print and digital books, both fiction and non-fiction  • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading  • Describes main story settings, events and principal characters in increasing detail • Re-enacts and reinvents stories they have heard in their play  • Knows that information can be retrieved from books, computers and mobile digital devices  • Is able to recall and discuss stories or information that has been read to them, or they have read themselves  • Begins to recognise some written names of peers, siblings or “Mummy”/”Daddy” for example • Begins to develop phonological and phonemic awareness - Continues a rhyming string and identifies alliteration - Hears and says the initial sound in words - Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them - Starts to link sounds to letters, naming and sounding the letters of the alphabet - Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee  • Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences  • Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text  • Includes everyday literacy artefacts in play  **Statutory Framework Early years Foundation Stage Curriculum 2021**  Statutory ELG: Word Reading Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. | **Phonics** – GPC recognition (say, hear, read letters) oral blending for reading.   * Orally blend sounds to make simple words. * Decode a number of regular words using Phase 2 phonemes. * Phase 3 phonemes/Phase 4 (combination of adjacent consonants) with build and blend strategy. * Link sounds to letters, naming and sounding letters of the alphabet. * Use decoding to read – using build and blend strategy – towards automatically reading known words. * Blend phonemes to read a range of words using build and blend towards automaticity – fluency and accuracy. * Use phonic knowledge to attempt unknown words.   **Word Reading** – HFW both decodable and common irregular words (tricky)   * Read decodable HFWs sight words (list 1) (eg. a, an, as, at, if, in) * Read decodable HFWs sight words (list 2) (eg. will, that, then) * Read common irregular words (tricky) from Phase 2 (eg. the, I, no, go) * Read common irregular words (tricky) from Phase 3 (eg. he, she, we, me) * Read common irregular words (tricky) from Phase 4 (eg. said, like, have, so) * Distinguish between a word, letter and a space. * Read simple sentences. * Recognise some capital and lower case letters.   **Comprehension (understanding)** – to listen to, respond to, predict, recite, talk about, retell, sequence, act out, recall.   * Listen attentively to a story at the appropriate interest level. * Recite simple rhymes, songs and poems. * Differentiate between text and illustrations. * Understand that print conveys meaning. * Hold a book correctly and turn pages from front to back and recognise front and back cover. * Know that English print is read from left to right and top to bottom. * Use picture clues to help read a simple text. * Predict a storyline (eg. the ending and some vocabulary, aided by illustrations) * Talk about events settings and characters. * Retell narratives in the correct sequence, drawing on language patterns of stories. * Respond to questions about who, what, where, when linked to text and illustrations. * Make predictions based on illustrations, story content and title. * Respond to questions about how and why something is happening. * Say what a character might be thinking, saying or feeling. * Say how they feel about stories or poems. * Recall the main in text in the correct sequence. * Use the structure of a simple story when re-enacting and re-telling. * Talk about the themes of simple texts, (good over evil). * Act out stories through role play activities, use simple props (eg. hats, masks, clothes). | Story, information, book, front cover, back cover, title, pages, author, pages, list, illustrations, photograph,  Story language – once upon a time, one sunny day, happily ever after, suddenly.  Time words – first of all, next, after that, finally, in the end. |
| **Writing**  **Birth To Five Matters**  Range 5  • Makes up stories, play scenarios, and drawings in response to experiences, such as outings  • Sometimes gives meaning to their drawings and paintings  • Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves  • Includes mark making and early writing in their play  • Imitates adults’ writing by making continuous lines of shapes and symbols (early writing) from left to right  • Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes  • Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words  • Begins to make letter-type shapes to represent the initial sound of their name and other familiar words  Range 6  • Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats  • Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology  • Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together  • Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name  • Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences  **Statutory Framework Early years Foundation Stage Curriculum 2021**  Statutory ELG: Writing Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others | Emergent Writing – mark making   * Develop language skills (talking and listening) in a range of contexts. * Show awareness that writing communicates meaning. * Gives meaning ot marks they make. * Understand thoughts can be written down. * Copies adults writing behaviour, (eg. writing on the - whiteboard, writing messages when on the phone etc) * Makes marks and draws with increasing control. * Knows there is a sound/symbol relationship. * Use some recognisable letters and own symbols. * - write letters and strings, sometimes in cluster like words. * Beginning to use appropriate letters for initial sounds. * Beginning to build words using letter sounds in their writing. * Use writing in their paly. * Use familiar words in their writing. * Show awareness of the different audience for writing.   Composition: Vocabulary, Grammar, Punctuation/Composition  Composition:   * Use talk to organise, sequence and clarify thinking, ideas, feelings and events. * Understanding that thoughts and stories can be written down. * Have their own ideas and reasons for writing. * Orally compose a sentence and hold it in their memory before attending to write it. * Begins to use simple sentence forms. * Can talk about the features of their own writing. * Writes a simple narrative. * Write different text forms for different purposes (eg. lists, stories, menus, instructions, labels, captions, recipes).   Vocabulary, grammar, punctuation   * Begin to recognise and know there needs to be spaces between words in a simple sentence. * Recognise and know that full stops are at the end of a sentence. * Recognise and know that a sentence starts with a capital letter. * Write a simple phrase with finger spaces that can be read back by themselves. * Write simple sentences using finger spaces that can be read by themselves and others.   Transcription:   * Use some clearly identifiable letters to communicate meaning, representing some sound correctly and in sequence. * Segment sounds in simple words. * Segment to write VC and CVC words independently using Phase 2 and Phase 3 graphemes (eg. mop and bell). * Make phonetically plausible attempts when writing more complex words, (eg. using Phase 4 CCVCC) * Spell some irregular common words (tricky) the, to no, go, independently. * Write own name.   Handwriting: (also see Physical Development)   * Write left to right and top to bottom. * Form some lower case letters correctly – starting and finishing in the right place, going the right way round, correctly orientated. * Know how to form clear ascenders (‘tall letters’) and descenders (‘tails). * Form some capital letters correctly, including the initial letter of their name. * Form letters from their name correctly. |  |