



English Vision & Intent

Overall Vision

At Elm Tree, we believe that clear, effective communication is the foundation for positive relationships and lifelong learning. Our English curriculum is designed to empower every pupil to communicate confidently and interpret knowledge effectively, whilst appreciating the thoughts, opinions and feelings of others.

We deliver high-quality English sessions focused on three core areas, supporting our pupils to become:

- **Purposeful Writers:** Pupils explore a range of writing styles and genres, ensuring they develop a positive attitude toward writing for many different, meaningful purposes, whether it's crafting a persuasive letter, composing a detailed report, or unleashing their imagination in a short story. A critical component of this is exposing our pupils to a breadth and depth of ambitious vocabulary. This strong linguistic toolkit gives them the ability to write clearly, accurately, and, most importantly, creatively, allowing them to effectively shape and communicate their ideas to any audience.
- **Confident Communicators:** We teach pupils to present their ideas and express their opinions and feelings with confidence, while also developing the crucial skill of respecting the views of others. We guide pupils in active listening, engaging in constructive disagreement, and appreciating diverse perspectives. This development is rooted in the teaching of oracy—the ability to articulate ideas effectively and engage in reasoned discussion. Through varied speaking and listening tasks, pupils develop essential general skills such as critical thinking, collaboration, and structured argumentation. These skills are reinforced through hands-on learning, role play, collaborative learning and structured activities, ensuring they become deeply embedded. Pupils apply their communication skills to analyse, discuss, and create a wide range of texts and genres.
- **Passionate Readers:** Our commitment to reading begins with a robust foundation in early literacy. We utilise Little Wandle Letters and Sounds as our systematic synthetic phonics programme. Through consistent, daily phonics sessions, pupils rapidly acquire the decoding skills that enable them to access and enjoy the wide

range of literature we offer.

Reading is a gateway to empathy, knowledge, and imagination. We work hard to give pupils ownership and excitement over the diverse range of texts they encounter. By exposing pupils to rich and varied literature, we aim to build their vocabulary, widen their perspectives, and unlock the joy and power that comes with being a fluent, engaged reader. This passion for texts ultimately fuels their understanding across all subjects.

English skills are embedded across the whole curriculum, helping our pupils build their personal knowledge and gain independence in effective communication. By fostering a love of literature and language, we are preparing our pupils not just for the next stage of education, but for the world beyond Elm Tree!

By the end of Early Years & Key Stage 1

Pupils develop foundational language and literacy skills, becoming increasingly confident and fluent in speaking, reading, and writing. They access a broad range of high-quality literature and non-fiction to extend their vocabulary, knowledge, and love of reading, both individually and with others. Pupils engage in collaborative discussions and guided practice, in a range of increasingly challenging situations. Gross and fine motor skills are developed, necessary for writing. Drawing, mark-making, forming recognisable letters and some simple words, particularly their own name. By the end of KS1 pupils will be equipped with the fundamental skills to allow them to produce simple narratives and non-fiction texts.

By the end of Key Stage 1, Pupils will have experienced:

Reading

- Phonics Application:

- Reading words containing all 44 phonemes (including digraphs and trigraphs).
- Applying phonics skills to read two-syllable and three-syllable words.
- Reading common exception words (e.g., *the, said, was, were, where*).

- Comprehension:

- Reading and discussing core stories and traditional tales.
- Reading a range of simple non-fiction texts to find information.
- Book Talk (predicting, questioning, clarifying, summarising).

- Reading simple poetry and rhyming texts.

Writing

● *Composition:*

- Writing simple narratives (re-telling familiar stories or creating their own).
- Writing simple information texts (e.g., fact files, simple reports).
- Writing simple poems and rhyming verses.
- Writing simple messages, lists, and captions.

● *Grammar, Punctuation, and Vocabulary:*

- Using full stops, capital letters, question marks, and exclamation marks correctly.
- Using nouns, verbs, and adjectives in simple sentences.
- Joining sentences using simple conjunctions (*and, but, because*).
- Writing legibly with correctly formed letters.

Spoken Language

● *Story Retelling:*

- Retelling a familiar story or sequence of events with increasing detail.
- Using story language (e.g., *Once upon a time...*).

● *Presentation and Performance:*

- Performing simple poems and rhymes.
- Presenting a short piece of written work or news to a small group or the class.

● *Collaborative Talk:*

- Participating in role-play and dramatic activities.
- Taking part in "Talk for Writing" activities to orally rehearse sentences and compositions.

Focus Area

ELGs

Year 1

Year 2

<u>Reading Skills</u>	Phonic Decoding: Sound-blending simple CVC words. Retelling: Demonstrating comprehension by relating stories.	Fluency: Reading phonetically matched books without reliance on blending. Inference: Making simple predictions and inferences.	Automaticity: Reading accurately with speed and expression. Self-Correction: Stopping to re-read when meaning is lost.
<u>Writing Skills</u>	Transcription: Writing simple sentences that can be read by others; forming recognisable letters; spelling by identifying sounds.	Composition: Sequencing sentences to form short narratives/info texts. Punctuation: Correctly using capital letters and full stops.	Composition: Creating coherent narratives with a clear beginning, middle, and end. Punctuation: Accurately using question marks and exclamation marks.
<u>Knowledge</u>	GPCs: Sound-letter correspondence for all letters and 10+ digraphs. Vocabulary: Basic, recently introduced words.	GPCs: Growing knowledge of common graphemes (e.g., <i>ch, sh, th</i>). Grammar: Nouns, verbs, and simple conjunctions (<i>and</i>).	Spelling: Knowledge of common suffixes (<i>-ing, -ed, -ly</i>). Grammar: Adjectives and using a wider range of conjunctions (<i>but, because</i>).
<u>Understanding</u>	Purpose: Understanding that writing communicates meaning. Story Structure: Basic sequence of events in a narrative.	Text Types: Distinguishing between fiction (story) and non-fiction (information). Reader Response: Linking texts to own experience.	Language Use: Identifying effective vocabulary (e.g., alliteration). Text Structure: Understanding how texts are organised (e.g., subheadings, different story stages).

By the end of Key Stage 2

Pupils develop sophisticated literacy skills, becoming increasingly confident at adapting their language for purpose and audience in speaking, reading, and writing. They access rich and diverse texts, including a range of non-fiction texts to deepen their critical understanding, knowledge, and vocabulary. They engage in independent research, formal

presentations, and debates, applying their skills confidently and effectively through a range of both independent and collaborative approaches. Pupils become skilled at structuring and composing a wide range of genres, consciously selecting vocabulary and grammatical structures to achieve specific effects.

By the end of Key Stage 2, Pupils will have experienced:

Reading

Word Reading and Fluency:

- **Decoding Complexity:** Accurately reading words with prefixes and suffixes, understanding how these affixes change word meaning (morphology).
- **Pronunciation:** Applying knowledge of roots, prefixes, and suffixes to read and understand the meaning and pronunciation of unfamiliar multi-syllable words (e.g., *autobiography*, *non-violent*, *dis-appear*).
- **Fluency:** Reading a wide range of texts silently and effortlessly, adjusting reading speed for purpose (e.g., skimming for information, close reading for detail).

Comprehension and Critical Reading:

- **Text Range:** Reading and discussing a wide range of classic and contemporary fiction, significant literary texts, non-fiction texts (including biographies and technical guides), poetry, and whole books.
- **Book Talk:** Justifying opinions and giving reasoned answers about texts, making comparisons within and across books, and explaining the author's purpose and viewpoint.
- **Inference & Evidence:** Drawing inferences (about characters' feelings, thoughts, and motives) and supporting them with evidence from the text.
- **Vocabulary & Context:** Discussing the meaning of words in context and using dictionaries and thesauruses to expand vocabulary.
- **Themes & Conventions:** Identifying themes, narrative conventions, and literary devices (e.g., metaphor, simile, personification) used by authors.

Writing

Composition and Organisation:

- **Text Variety:** Writing effectively for a range of purposes and audiences, including narratives (e.g., balanced arguments, newspaper reports, play scripts, formal letters, diaries, poetry).

- **Planning:** Planning their writing by identifying the purpose and audience, choosing the appropriate form and grammatical features, and organising ideas using paragraphs and structural features (e.g., headings, sub-headings, chronological order).
- **Drafting and Evaluating:** Drafting and developing characters and settings. Evaluating and editing their own and others' work, focusing on improving vocabulary, grammatical structures, and cohesion (linking ideas across paragraphs).

Grammar, Punctuation, and Vocabulary (Transcription):

- **Punctuation Mastery:** Accurately using all end-of-sentence punctuation (period, question mark, exclamation mark), as well as commas for lists and clauses, apostrophes for possession and contraction, inverted commas (speech marks) for direct speech, and introductory use of colons/semicolons.
- **Sentence Structure:** Using a wide range of sentence structures, including subordinating and coordinating conjunctions (complex sentences), and using relative clauses (e.g., *which, who, that*).
- **Grammatical Vocabulary:** Using and identifying grammatical terminology, including adverbials, modal verbs (e.g., *might, could, should*), and the difference between active and passive voice.
- **Legibility:** Writing with increasing fluency and legibility, eventually developing a personal style of neat, joined handwriting.

Spoken Language

Discussion and Participation:

- **Formal Discussion:** Participating actively in formal discussions, debating, taking different roles, challenging views courteously, and summarising the main points.
- **Audience Awareness:** Adapting their speech for a range of purposes and audiences, including informal conversation and formal presentations.

Presentation and Performance:

- **Performance:** Preparing and performing poems and plays from scripts, using appropriate intonation, volume, and gesture to engage the audience.
- **Reporting:** Giving well-structured descriptions, explanations, and narratives for different purposes, including reporting on research and giving presentations to the class.
- **Critical Evaluation:** Listening to and evaluating the spoken language of others, making contributions that build on previous comments.

Focus Area	Years 3 & 4	Years 5 & 6
<u>Reading</u>	Inference: Drawing simple inferences about characters/settings from explicit details. Vocabulary: Using dictionaries to check meaning; using known prefixes/suffixes.	Critical Analysis: Drawing justified inferences supported by textual evidence. Evaluation: Making comparisons within and across books; evaluating how an author structures a text.
<u>Writing</u>	Composition: Organising writing into paragraphs; using fronted adverbials. Transcription: Accurate use of inverted commas (speech marks) for direct speech.	Composition: Structuring paragraphs for cohesion across a whole text; varying sentence structures (e.g., relative clauses). Transcription: Using colons, semi-colons, and dashes.
<u>Knowledge</u>	Knowledge of simple literary devices (e.g., alliteration). Knowledge of simple subordinating conjunctions (<i>when, if, because</i>). Knowledge of different non-fiction features (e.g., headings, bullet points).	Knowledge of complex literary devices (e.g., metaphor, personification). Knowledge of advanced grammar (e.g., passive voice, modal verbs).
<u>Understanding</u>	Understanding how to link ideas within a paragraph. Understanding the use of formal vs. informal language in speech and writing.	Understanding authorial intent and how language choices create impact, suspense, or persuasion. Understanding the structure of arguments and explanations.