



Birchwood Avenue Primary School

Educating Hearts and Minds



Intent:

Our priority is to create confident and fluent writers, who have all the necessary skills and knowledge they need to be literate. Writing is ultimately a tool for children to share their thinking and an opportunity to share their feelings, experiences and opinions about an issue with the audience and adapt their writing accordingly. We are striving to ensure that all our children have a voice through oracy, drama, music and movement, alongside writing about real-life events and having experiences to ignite their ideas. We believe this will further stimulate their passion to write. Children will have a good understanding of the whole writing process and value the planning and editing phases as being essential to producing their best work.

Aims: The concepts that underpin the teaching of English:

- Children can read easily, fluently and with good understanding.
- Children develop the habit of reading widely and often, for both pleasure and information.
- Children acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Children appreciate our rich and varied literary heritage.
- Children write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- Children use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
- Children are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Can I spell accurately?

	EYFS	KS1	LKS2	UKS2
Skills and Progression	<ul style="list-style-type: none">• Spell words by identifying sounds in them and representing the sounds with a letter or letters.	<p>Year 1</p> <ul style="list-style-type: none">• Spell words containing each of the 40+ phonemes already taught, common exception words, the days of the week.• Name the letters of the alphabet.• Name the letters of the alphabet in order.• Use letter names to distinguish between alternative spellings of the same sound.• Add prefixes and suffixes, use 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 un-, using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest].	<p>Use further prefixes and suffixes and understand how to add them (NC English Appendix 1).</p> <ul style="list-style-type: none">• Spell further homophones.• Spell words that are often misspelt (NC English Appendix 1).• Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's].• 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>Use further prefixes and suffixes and understand the guidance for adding them.</p> <ul style="list-style-type: none">• Spell some words with 'silent' letters [for example, knight, psalm, solemn].• 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 NC English Appendix 1.• 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

		<ul style="list-style-type: none"> • Apply simple spelling rules and guidance, as listed in NC English Appendix 1. • Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. Year 2 • Segment spoken words into phonemes and representing these by graphemes, spelling many correctly. • Learn 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. • Learn to spell common exception words. • Learn to spell more words with contracted forms. • Learning the possessive apostrophe (singular) [for example, the girl's book]. • Distinguish between homophones and near-homophones. • Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly. • Apply spelling rules and guidance, as listed in NC English Appendix 1. • Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 		
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• Can I transcribe my writing clearly and accurately?				
	EYFS	KS1	LKS2	UKS2

Skills and Progression	<p>Write recognisable letters, most of which are correctly formed.</p> <ul style="list-style-type: none"> Write simple phrases and sentences that can be read by others. 	<p>Year 1</p> <ul style="list-style-type: none"> 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. <p>Year 2</p> <ul style="list-style-type: none"> 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. 	<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 [for example, 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]. 	<ul style="list-style-type: none"> Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. Choosing the writing implement that is best suited for a task
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Can I write clearly, accurately and coherently, adapting my language and style in and for a range of contexts, purposes and audiences?

	EYFS	KS1	LKS2	UKS2
Skills and Progression	<p>Write simple phrases and sentences that can be read by others.</p>	<p>Year 1</p> <ul style="list-style-type: none"> Write sentences by saying out loud what they are going to write about; composing a sentence orally before writing it; sequencing sentences to form short narratives and re-reading what they have written to check that it makes sense. 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>Year 2</p> <ul style="list-style-type: none"> Develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional); writing about real events; writing poetry; writing for different purposes. Consider what they are going to write before beginning by: 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. Make simple additions, revisions and corrections to their own writing by: 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 	<p>Plan their writing by: 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> <ul style="list-style-type: none"> Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (NC English Appendix 2). Organising paragraphs around a theme. In narratives, creating settings, characters and plot. In non-narrative material, using simple organisational devices [for example, headings and sub-headings. Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements; proposing changes to grammar and vocabulary to improve consistency, including 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. 	<ul style="list-style-type: none"> Plan their writing by: 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 pupils have read, listened to or seen performed. Draft and write by: selecting appropriate grammar and vocabulary, 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 [for example, headings, bullet points, underlining]. Evaluate and edit by: assessing the effectiveness of their own and others' writing;

		<p>correctly and consistently, including verbs in the continuous form.</p> <ul style="list-style-type: none"> • Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]. • Read aloud what they have written with appropriate intonation to make the meaning clear. 		<p>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.</p> <ul style="list-style-type: none"> • Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
• Can I develop an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language				
	EYFS	KS1	LKS2	UKS2
Skills and Progression		<p>Year 1</p> <ul style="list-style-type: none"> • Develop their understanding of the concepts set out in NC English Appendix 2 by: leaving spaces between words; joining words and joining clauses using and 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'. • Learn the grammar for year 1 in NC English Appendix 2. • Use the grammatical terminology in NC English Appendix 2 in discussing their writing. <p>Year 2</p> <ul style="list-style-type: none"> • Develop their understanding of the concepts set out in NC English Appendix 2 by: learning how to use both familiar and new punctuation correctly (see NC English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular). • Learn how to use: sentences with different forms: statement, question, exclamation, command; expanded noun phrases to describe and specify [for example, the blue butterfly]; the present and past tenses correctly and consistently including the progressive form; subordination (using when, if, that, or because) and co-ordination (using or, and, or but); the grammar for year 2 in NC English Appendix 2; • some features of written Standard English. 	<ul style="list-style-type: none"> • Develop their understanding of the concepts set out in English Appendix 2 by: extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although; using the present perfect form of verbs in contrast to the past tense; 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 for years 3 and 4 in English NC Appendix 2. • Indicate grammatical and other features by: using commas after fronted adverbials; indicating possession by using the possessive apostrophe with plural nouns; using and punctuating direct speech. • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. 	<p>Develop their understanding of the concepts set out in NC English Appendix 2 by: 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 the perfect form of verbs to mark relationships of time and cause; using expanded noun phrases to convey complicated information concisely;</p> <ul style="list-style-type: none"> • using modal verbs or adverbs to indicate degrees of possibility; using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. • Learning the grammar for years 5 and 6 in English 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 independent clauses; using a colon to introduce a list; punctuating bullet points consistently. • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading

		<ul style="list-style-type: none"> • Use and understand the grammatical terminology in English Appendix 2 in discussing their writing 		
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• Can I become competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

	KS1	LKS2	UKS2
Skills and Progression	<p>Listen and respond appropriately to adults and their peers.</p> <ul style="list-style-type: none"> • 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. 		

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Yearly Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS texts- All talk for writing	We're going on a bear hunt Little Red Hen Handa's surprise (Black History Month)	Stickman Walking through the jungle Room on the broom	The 3 little pigs The Gingerbread man Little Red Riding Hood	The enormous turnip Little Red Hen Trees full of wonder	The Gruffalo Owl Babies Where the wild things are	Whatever next On my way home How to catch a star.
EYFS SPAG	Using phonics to decode words when writing, speedily recognise known sounds					
Year 1	Take one book The 3 little pigs The gruffalo Plenty of love to go round	Stanley's stick (LS) Owl babies (LS)	A mouse called Julian (CLPE) Funnybones (LS) Beegu (CLPE)	One Silver Speck (HfL) The deep dark wood (LS) The last noonoo (HfL)	Take one poet- Christina Rossetti Here comes Mr Postmouse (HfL) Adventures are the pits (LS)	Bats (HfL) Little Red and the very hungry lion (HfL) Anna Hibiscus (CLPE)
Year 1 SPAG	Consolidation of EYFS SPAG New teaching- finger spaces, joining words and clauses using and, capital letter at the start of a sentence, full stop, exclamation mark, question mark, other uses of capital letters, plural nouns					
Year 2	Take one book Book of butterflies (LS) 2 Where the wild things are (CLPE) 3 Pumpkin soup (LS) 2	Firework poetry 1 Toby and the great fire of London (LS) 2 Voices in the park (HfL) 2	Blue balloons and rabbit ears (HfL) Rapunzel (HfL) The snail and the whale (CLPE)	Find out- sharks! (HfL) A squash and a squeeze (LS) 15 things not to do with a puppy (HfL)	Take one poet- Joseph Coelho Julian is a mermaid (HfL) The tin forest	How to wash a woolly mammoth (HfL) The pirates next door (LS) Marshmallows (LS)
Year 2 SPAG	Consolidation of Year 1 SPAG New teaching- commas for lists, apostrophes, sentence types, expanded noun phrases, present and past tense, subordination and coordination					
Year 3	War and Peas (HfL) Fortunately the milk	Fantastic Mr Fox (LS) Pebble in my pocket (CLPE) Cave Baby	Charlottes web (CLPE) Pirates (HfL)	Ulf the fingereater (HfL) The battle of bubble and squeak	Take one poet- Valerie Bloom For the birds (LS) The magic box (HfL)	Spy fox (LS) The proudest blue (HfL)

Year 3 SPAG	Consolidation of Year 2 SPAG New teaching- conjunctions, adverbs and prepositions that express time, place and cause. Paragraphs, headings, sub-headings, present perfect, inverted commas for direct speech.					
Year 4	The firework makers daughter (LS) Home sweet home (LS)	Escape from Pompeii (KS2 history) Home sweet home (LS)	Fly, Eagle, Fly (CLPE) Arthur and the golden rope (HfL)	Leon and the place between (CLPE) The rhythm of the rain (CLPE)	Take one poet- Zoro Weil Tales from outer suburbia (HfL)	Until I met Dudley (HfL) Alice in wonderland (HfL)
Year 4 SPAG	Consolidation of Year 3 SPAG New teaching- plural and possessive s, fronted adverbials, expanded noun phrases using modifying adjectives, nouns and prepositional phrases. Paragraphs to organise ideas, punctuation of direct speech, apostrophes for plural possession. Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition					
Year 5	The alchemist's letter (LS) Monsterology (HfL)	The princess' blankets (CLPE) The listeners- Walter de la Mare	Cloud tea monkeys (HfL) Stone girl, bone girl (HfL)	High diving giraffes (LS) The boy in the tower (HfL)	Take one poet- Carol Ann Duffy Malamander (LS)	Who let the god's out (LS)
Year 5 SPAG	Consolidation of Year 4 SPAG New teaching- Converting nouns or adjectives into verbs using suffixes, verb prefixes, relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. Indicating degrees of possibility using adverbs or modal verbs, devices to build cohesion within a paragraph, linking ideas across paragraphs using adverbials of time, place and number. Brackets, dashes or commas to indicate parenthesis, use of commas to clarify meaning or avoid ambiguity.					
Year 6	The lighthouse (LS) Chocolate	The tale of 3 brothers (LS) There's a boy in the girls bathroom (CLPE)	Arthur Spiderwick (HfL) Skellig (LS/CLPE) World war (HfL)	Wing (LS) Grammar revision	Take one poet- Karl Nova (plus CLPE) Just So Stories (CLPE)	Various genres (HfL) Night of the gargoyles (HfL)
Year 6 SPAG	Consolidation of Year 5 SPAG New teaching- formal and informal vocabulary, how words are related by meaning as synonyms and antonyms. The passive voice, subjunctive form, Use of the semi-colon, colon and dash to mark the boundary between independent clauses, 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. Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis.					