

English Route Planner

Introduction to Curriculum Route Planners

Route Planners outline the Key Stages 1-3 curriculum to be taught within each campus of the Bury St Edmunds All-Through Trust. Each Route Planner has been designed to take into account both the new Primary Curriculum and the new GCSE specifications so that pupils' learning progresses seamlessly from ages 4 to 16 and prepares them thoroughly for the modern world and for the values which are fundamental to life in modern Britain.

Route Planners have been created for all core and foundation subjects. They have been written by Curriculum Development Teams, comprising subject leaders from each Trust campus.

The purposes of the Route Planner are to ensure coherence of curriculum across the Trust, to provide a framework for subject leaders to develop Schemes of Work, and to provide parents with information on what children will learn during each year of their education.

	<i>Children are expected to:</i> READING	WRITING	GRAMMAR	SPEAKING AND LISTENING	<i>Suggested Units/Topics</i>
KS1 Year 1	<p>Word reading</p> <ul style="list-style-type: none"> Apply phonic knowledge and skills as the route to decode words. Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings. Read other words of more than one syllable that contain taught GPCs. Read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s). Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. Re-read these books to build up their fluency and confidence in word reading. <p>Comprehension</p>	<p>Handwriting</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>Composition <i>Children should write sentences by:</i></p> <ul style="list-style-type: none"> Saying out loud what they are going to write about. Composing a sentence orally before writing it. Sequencing sentences to form short narratives. 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>Spelling <i>Children are expected to:</i></p> <ul style="list-style-type: none"> Spell words containing each of the 40+ phonemes already taught. Spell Common exception words. 	<p>Vocabulary and Punctuation:</p> <ul style="list-style-type: none"> Leave spaces between words. Join words and joining sentences using <i>and</i>. Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. Learn the grammar in column 1 in year 1 in Appendix 2 Use the grammatical terminology in Appendix 2 in discussing their writing. 	<p>Spoken Language</p> <ul style="list-style-type: none"> Gain, maintain and monitor the interest of the listener(s). Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Speak audibly and fluently with an increasing command of Standard English (Standard English reference previously in Y6). Select and use appropriate registers for effective communication. Use relevant strategies to build their vocabulary. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. <p>Listening and Responding</p> <ul style="list-style-type: none"> Use relevant strategies to build their vocabulary. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Listen and respond appropriately to adults and peers. 	<p>Narrative:</p> <ul style="list-style-type: none"> Stories in familiar settings Stories with repeating patterns from a range of cultures Predictable patterned language Traditional and fairy stories Stories about fantasy worlds <p>Non-fiction:</p> <ul style="list-style-type: none"> Labels, lists, signs, captions Instructions Dictionary Information texts <p>Poetry:</p> <ul style="list-style-type: none"> Pattern and rhyme Using the senses Poems on a theme

	<ul style="list-style-type: none"> • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. • Be encouraged to link what they read or hear read to their own experiences. • Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. • Recognise and join in with predictable phrases. • Learn to appreciate rhymes and poems, and to recite some by heart. • Understand both the books they can already read accurately and fluently and those they listen to by: • Draw on what they already know or on background information and vocabulary provided by the teacher. • Check that the text makes sense to them as they read and correcting inaccurate reading. • Discuss the significance of the title and events. • Make inferences on the basis of what is being said and done. • Predict what might happen on the basis of what has been read so far. • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them. 	<ul style="list-style-type: none"> • Spell The days of the week. • 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 <i>-s</i> or <i>-es</i> as the plural marker for nouns and the third person singular marker for verbs. • Use the prefix <i>un-</i> • Use <i>-ing, -ed, -er</i> and <i>-est</i> where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper, eating, quicker, quickest</i>). • Apply simple spelling rules and guidelines, as listed in Appendix 1. • Write from memory simple sentences dictated by the teacher that include words taught so far. 		<p>Group discussion and Interaction:</p> <ul style="list-style-type: none"> • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. • Ask relevant questions to extend their understanding and knowledge. • Articulate and justify answers, arguments and opinions (Elements of this are found throughout KS2 objectives). • Gain, maintain and monitor the interest of the listener(s). • Participate in discussions, presentations, performance, role play, improvisations and debates (y6). • Consider and evaluate different viewpoints, attending to building on the contribution of others. <p>Drama:</p> <ul style="list-style-type: none"> • Participate in discussions, presentations, performance, role play, improvisations and debates. 	
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	<i>Children are expected to:</i>				<i>Suggested Units/Topics</i>
	READING	WRITING	GRAMMAR	SPEAKING AND LISTENING	
KS1 Year 2	<p>Word reading</p> <ul style="list-style-type: none"> Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes Read accurately words of two or more syllables that contain the same GPCs as above Read words containing common suffixes Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word Read most words quickly and accurately when they have been frequently encountered without overt sounding and blending Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation Re-read these books to build up their fluency and confidence in word reading. <p>Comprehension</p> <ul style="list-style-type: none"> Develop pleasure in reading, motivation to read, vocabulary and understanding by: Listen to, discuss and express views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read 	<p>Handwriting</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. <p>Composition</p> <ul style="list-style-type: none"> Develop positive attitudes towards and stamina for writing by: Write narratives about personal experiences and those of others (real and fictional). Write about real events. Write poetry. Write for different purposes. Consider what they are going to write before beginning by: Plan or saying out loud what they are going to write about. Write down ideas and/or key words, including new vocabulary. Encapsulate what they want to say, sentence by sentence. Make simple additions, revisions and 	<p>Vocabulary & Punctuation</p> <ul style="list-style-type: none"> Develop their understanding of the concepts set out in Appendix 2 by: Learn how to use both familiar and new punctuation correctly (see Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms. Learn how to use sentences with different forms: statement, question, exclamation, command. Expand noun phrases to describe and specify, e.g. the blue butterfly. Use the present and past tenses correctly and consistently including the progressive form. Use subordination 	<p>Speaking</p> <ul style="list-style-type: none"> Speak audibly and fluently with an increasing command of Standard English (Standard English reference previously in Y6). Select and use appropriate registers for effective communication. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Use relevant strategies to build their vocabulary. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. <p>Listening</p> <ul style="list-style-type: none"> Ask relevant questions to extend their understanding and knowledge. Listen and respond appropriately to adults and peers. 	<p>Narrative:</p> <ul style="list-style-type: none"> Stories in familiar settings Traditional stories Different stories by the same author Extended stories/significant authors <p>Non-fiction:</p> <ul style="list-style-type: none"> Instructions Explanations Information texts Non chronological reports <p>Poetry:</p> <ul style="list-style-type: none"> Patterns on a Page Really looking Silly Stuff

	<p>independently.</p> <ul style="list-style-type: none"> • Discuss the sequence of events in books and how items of information are related. • Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. • Be introduced to non-fiction books that are structured in different ways. • Recognise simple recurring literary language in stories and poetry. • Discuss their favourite words and phrases. • Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. • Understand both the books that they can already read accurately and fluently and those that they listen to by: • draw on what they already know or on background information and vocabulary provided by the teacher. Checking that the text makes sense to them as they read and correcting inaccurate reading. • Make inferences on the basis of what is being said and done. • Answer and asking questions. • Predict what might happen on the basis of what has been read so far. • Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say. • Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. 	<p>corrections to their own writing by:</p> <ul style="list-style-type: none"> • Evaluate their writing with the teacher and other pupils. • Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. • Proof-read to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly). • Read aloud what they have written with appropriate intonation to make the meaning clear. <p>Spelling</p> <ul style="list-style-type: none"> • spell by: segmenting 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 • Distinguish between homophones and near- homophones. • Add suffixes to spell longer words, e.g. –ment, –ness, –ful, –less, –ly • spelling rules and guidelines, as listed in Appendix 1. • Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far. 	<p>(when, if, that, or because) and co-ordination (using or, and, or but).</p> <ul style="list-style-type: none"> • Learn the grammar in column 1 of year 2 in Appendix 2. • Using some features of written Standard English. • Use and understand the grammatical terminology in Appendix 2 in discussing their writing. 	<p>Group Discussion and Interaction</p> <ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers. • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. • Articulate and justify answers, arguments and opinions (Elements of this are found throughout KS2 objectives). • Gain, maintain and monitor the interest of the listener(s). • Participate in discussions, presentations, performance, role play, improvisations and debates (Y6). • Consider and evaluate different viewpoints, attending to building on the contribution of others. <p>Drama</p> <ul style="list-style-type: none"> • Participate in discussions, presentations, performance, role play, improvisations and debates. 	
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	<i>Children are expected to:</i> READING	WRITING	GRAMMAR	SPEAKING AND LISTENING	<i>Suggested Units/Topics</i>
KS2 Years 3-4	<p>Word reading</p> <ul style="list-style-type: none"> decode new words through growing knowledge of word roots, prefixes and suffixes using the study of word origin and word structure build knowledge of exception words noting differences between spelling and sound <p>Comprehension</p> <ul style="list-style-type: none"> use dictionaries to check meaning of words recognise some different forms of poetry retell a range of stories orally identify themes and conventions in stories, explaining the meaning of words in context ask questions to improve understanding of a text infer characters thoughts, feelings and motives from their actions, justifying inferences using evidence. predicting what might happen from details stated and implied identifying main ideas drawn from more than one paragraph and summarising these identifying how language, structure, and presentation 	<p>Handwriting:</p> <ul style="list-style-type: none"> join letters competently 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]. <p>Composition:</p> <p><i>Plan:</i></p> <ul style="list-style-type: none"> discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discuss and recording ideas <p><i>Draft:</i></p> <ul style="list-style-type: none"> compose and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures organise 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] <p><i>Evaluate and Edit:</i></p> <ul style="list-style-type: none"> assess the effectiveness of their own and others' writing and suggesting improvements propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences 	<p>Year 3:</p> <ul style="list-style-type: none"> Form nouns; a or an; words families; conjunctions; adverbs; prepositions; paragraphs; headings/sub-headings; present perfect verb form; subordinate clauses; inverted commas <p>Year 4:</p> <ul style="list-style-type: none"> Use plural/ possessives; determiners; possessive pronouns, standard English verb endings; noun phrases; fronted adverbials; themed paragraphs; pronouns/ nouns to avoid repetition; full punctuation for direct speech; possessive apostrophes for plurals; commas after fronted adverbials <i>(Use National Curriculum Appendix 2 as guide to word, sentence, text and punctuation to be learnt.)</i> 	<ul style="list-style-type: none"> Become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate. Read aloud and perform showing understanding through intonation, tone, volume and action Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. 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"> Fairy stories Myths and legends Play scripts Performance poetry Reference books Text books Non-fiction

	<p>contribute to meaning</p> <ul style="list-style-type: none"> • retrieve and record information from non-fiction • <i>Whole texts should be experienced alongside extracts)</i> 	<ul style="list-style-type: none"> • Proof-read for spelling and punctuation errors <p>Spelling (<i>see Appendix 1 of New Curriculum for detailed breakdown</i>):</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them • spell further homophone • spell words that are often misspelt • 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. 			
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		<i>Children are expected to:</i> <i>(Please note: the content is similar to Year 3-4, there is an expectation that the skills can be applied across increasingly complex text. Words in bold are developments from lower key stage 2)</i>			<i>Suggested Units/Topics</i>
		READING	WRITING	GRAMMAR	SPEAKING AND LISTENING
KS2 Years 5-6	<p>Word reading</p> <ul style="list-style-type: none"> decode new words through growing knowledge of word roots, prefixes and suffixes using the study of word origin and word structure <p>Comprehension</p> <ul style="list-style-type: none"> Memorise poems Recommend books to peers, justifying choices Identify and discuss themes and conventions across a wide range of writing <p>Make comparisons within and between texts</p> <ul style="list-style-type: none"> identify and discuss themes and conventions in stories explaining the meaning of words in context asking questions to improve understanding of a text infer characters thoughts, feelings and motives from their actions, justifying inferences using evidence predicting what might happen from details stated and implied summarising main ideas drawn from more than one paragraph and identifying key details that support the main ideas 	<p>Handwriting:</p> <ul style="list-style-type: none"> write legibly, fluently and with increasing speed by: choose which shape of a letter to use when given choices and deciding whether or not to join specific letters choose the writing implement that is best suited for a task. <p>Composition:</p> <p><i>Plan:</i></p> <ul style="list-style-type: none"> identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own note 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. <p><i>Draft:</i></p> <ul style="list-style-type: none"> select 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 précis longer passages use a wide range of devices to build cohesion within and across paragraphs use further organisational and presentational 	<p>Year 5</p> <ul style="list-style-type: none"> Convert nouns/adjectives to verbs; used verb prefixes; relative clauses; adverbs; modal verbs; cohesion devices within paragraphs; time and number adverbials; tense choices; parenthesis punctuation, commas to avoid ambiguity <p>Year 6</p> <ul style="list-style-type: none"> Use formal/informal vocabulary; synonyms/antonyms; active/passive; formal/informal speech; cohesive devices (repetition, adverbials, ellipsis) layout devices; semi colon; colon; dash; bullet point punctuation; hyphens <i>(Use National Curriculum Appendix 2 as guide to word, sentence, text and punctuation to be learnt.)</i> 	<ul style="list-style-type: none"> Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear 	<ul style="list-style-type: none"> Myths, legends and traditional stories Modern fiction Fiction from our literary heritage Books from other cultures and traditions Play scripts Reference and text books

	<ul style="list-style-type: none"> identifying how language, structure, and presentation contribute to meaning discuss and evaluate how authors use language (including figurative) considering their impact on the reader distinguish between statements of fact and opinion retrieve, record and present information from non-fiction provide reasoned justifications for their views. <i>Students should be shown how to use contents pages and indexes to locate information. (non statutory guidance)</i> <i>Whole texts should be experienced alongside extracts.</i> 	<p>devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p><i>Evaluate and <u>Edit</u>:</i></p> <ul style="list-style-type: none"> assess the effectiveness of their own and others' writing propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensure the consistent and correct use of tense throughout a piece of writing ensure 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>Spelling (see <i>Appendix 1 of New Curriculum for detailed breakdown</i>):</p> <ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them use the study of word origin (etymology) and word structure (morphology) in spelling and understand that some words need to be learnt specifically spell some words with 'silent' letters (<i>knight; psalm</i>) spell further homophones spell words that are often misspelt use the first three and four letters of a word to check its spelling in a dictionary use a thesaurus 			
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<p><i>Children are expected to:</i> (Please note: the content is similar to Key Stage Two. There is an expectation that the skills can be applied across increasingly complex texts. Words in bold are developments from key stage 2)</p>					<p><i>Suggested Units/Topics</i></p>
	READING	WRITING	GRAMMAR	SPEAKING AND LISTENING	
<p>KS3 Years 7-9</p>	<ul style="list-style-type: none"> Read independently. Re-read books for familiarity and to draw comparisons. Learn new vocabulary and understand unfamiliar vocabulary through use of dictionaries and reading in context. Make inferences and refer to evidence from a text. Knowledge of purpose, audience and context, utilising this knowledge to aid comprehension of texts. Develop proofreading skills to check that their analytical writing makes sense. Analyse language for meaning, including figurative language, vocabulary choice, grammar, text structure and organisational features. Recognise a range of poetic conventions, including understanding of how and why they are used. Study setting, plot and characterisation and the effects of these (genre). Understand how the work of dramatists is communicated effectively through performance, including consideration of alternative staging and interpretation. Make critical comparisons across texts. Study at least two authors in depth 	<p>Composition</p> <ul style="list-style-type: none"> Write for a wide range of purposes and audiences. Summarise and organise material, supporting any ideas and arguments with factual detail. Apply their growing knowledge of vocabulary, grammar and text structure to their writing. Select the appropriate form and style of writing for a task. Draw on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing. Draw on new vocabulary and grammatical constructions from their reading and listening to write for particular effects. Apply knowledge of simple, minor, compound and complex sentences and how to use them for effect in their writing. <p>Plan, draft, edit and proof-read</p> <ul style="list-style-type: none"> Consider how their writing reflects the audience and purposes for which it was intended. Amend the vocabulary, grammar and structure of their writing to improve its coherence and effectiveness. <p>Spelling and Punctuation</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> Extend and apply the grammatical knowledge of previous Key Stages through analysing more challenging texts. Study the effectiveness and impact of the grammatical features on the texts they read. Know and understand the difference between spoken and written language, included differences associated with formal and informal registers, and between Standard English and other varieties of English. Use Standard English confidently in their own writing and speech. Use literary and linguistic terminology confidently and precisely within reading, writing and spoken language study. <p><i>(Use National Curriculum Appendix 3 as guide to word, sentence, text and punctuation to be learnt.)</i></p>	<p>Presenting</p> <ul style="list-style-type: none"> Give short speeches and presentations, expressing their own ideas and keeping to the point. <p>Discussing</p> <ul style="list-style-type: none"> Participate in formal debates and structured discussion, summarising and/or building on what has been said. <p>Drama</p> <ul style="list-style-type: none"> Improvise, rehearse and perform play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact. 	<ul style="list-style-type: none"> Study of non-fiction text types. Study of pre-1914 English Literature: prose, poetry and drama. Study of contemporary English Literature: prose, poetry and drama. World Literature. Expository writing. Narrative essays. Stories, scripts, poems and other imaginative writing. Notes and polished scripts for talks and presentations. Non-fiction writing: arguments, formal and informal letters, articles, speeches and so on. Spoken Language topic: accent study; public attitudes; formal versus informal situations and their conventions.

	<p>each year and a range of additional authors more superficially.</p>	<ul style="list-style-type: none"> • Pay attention to accurate grammar, punctuation and spelling (see NC spelling sheets for KS1-3). • Use appropriately full stops, question marks, exclamation marks, commas, colons, semi-colons and hyphens, and knowledge of how each can be used for effect. 			
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