

# 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> <b>READING</b>	<b>WRITING</b>	<b>GRAMMAR</b>	<b>SPEAKING AND LISTENING</b>	<i>Suggested Units/Topics</i>
KS1 Year 1	<p><b>Word reading</b></p> <ul style="list-style-type: none"> <li>Apply phonic knowledge and skills as the route to decode words.</li> <li>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</li> <li>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</li> <li>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.</li> <li>Read other words of more than one syllable that contain taught GPCs.</li> <li>Read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s).</li> <li>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.</li> <li>Re-read these books to build up their fluency and confidence in word reading.</li> </ul> <p><b>Comprehension</b></p>	<p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>Sit correctly at a table, holding a pencil comfortably and correctly.</li> <li>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</li> <li>Form capital letters.</li> <li>Form digits 0-9.</li> <li>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> </ul> <p><b>Composition</b> <i>Children should write sentences by:</i></p> <ul style="list-style-type: none"> <li>Saying out loud what they are going to write about.</li> <li>Composing a sentence orally before writing it.</li> <li>Sequencing sentences to form short narratives.</li> <li>Re-reading what they have written to check that it makes sense.</li> <li>Discuss what they have written with the teacher or other pupils.</li> <li>Read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul> <p><b>Spelling</b> <i>Children are expected to:</i></p> <ul style="list-style-type: none"> <li>Spell words containing each of the 40+ phonemes already taught.</li> <li>Spell Common exception words.</li> </ul>	<p><b>Vocabulary and Punctuation:</b></p> <ul style="list-style-type: none"> <li>Leave spaces between words.</li> <li>Join words and joining sentences using <i>and</i>.</li> <li>Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</li> <li>Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</li> <li>Learn the grammar in column 1 in year 1 in Appendix 2</li> <li>Use the grammatical terminology in Appendix 2 in discussing their writing.</li> </ul>	<p><b>Spoken Language</b></p> <ul style="list-style-type: none"> <li>Gain, maintain and monitor the interest of the listener(s).</li> <li>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</li> <li>Speak audibly and fluently with an increasing command of Standard English (Standard English reference previously in Y6).</li> <li>Select and use appropriate registers for effective communication.</li> <li>Use relevant strategies to build their vocabulary.</li> <li>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</li> </ul> <p><b>Listening and Responding</b></p> <ul style="list-style-type: none"> <li>Use relevant strategies to build their vocabulary.</li> <li>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</li> <li>Listen and respond appropriately to adults and peers.</li> </ul>	<p><b>Narrative:</b></p> <ul style="list-style-type: none"> <li>Stories in familiar settings</li> <li>Stories with repeating patterns from a range of cultures</li> <li>Predictable patterned language</li> <li>Traditional and fairy stories</li> <li>Stories about fantasy worlds</li> </ul> <p><b>Non-fiction:</b></p> <ul style="list-style-type: none"> <li>Labels, lists, signs, captions</li> <li>Instructions</li> <li>Dictionary</li> <li>Information texts</li> </ul> <p><b>Poetry:</b></p> <ul style="list-style-type: none"> <li>Pattern and rhyme</li> <li>Using the senses</li> <li>Poems on a theme</li> </ul>

<ul style="list-style-type: none"> <li>• Develop pleasure in reading, motivation to read, vocabulary and understanding by:</li> <li>• Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</li> <li>• Be encouraged to link what they read or hear read to their own experiences.</li> <li>• Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</li> <li>• Recognise and join in with predictable phrases.</li> <li>• Learn to appreciate rhymes and poems, and to recite some by heart.</li> <li>• Understand both the books they can already read accurately and fluently and those they listen to by:</li> <li>• Draw on what they already know or on background information and vocabulary provided by the teacher.</li> <li>• Check that the text makes sense to them as they read and correcting inaccurate reading.</li> <li>• Discuss the significance of the title and events.</li> <li>• Make inferences on the basis of what is being said and done.</li> <li>• Predict what might happen on the basis of what has been read so far.</li> <li>• Participate in discussion about what is read to them, taking turns and listening to what others say.</li> <li>• Explain clearly their understanding of what is read to them.</li> </ul>	<ul style="list-style-type: none"> <li>• Spell The days of the week.</li> <li>• Name the letters of the alphabet in order.</li> <li>• Use letter names to distinguish between alternative spellings of the same sound.</li> <li>• Add prefixes and suffixes:</li> <li>• 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.</li> <li>• Use the prefix <i>un-</i></li> <li>• 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>).</li> <li>• Apply simple spelling rules and guidelines, as listed in Appendix 1.</li> <li>• Write from memory simple sentences dictated by the teacher that include words taught so far.</li> </ul>		<p><b>Group discussion and Interaction:</b></p> <ul style="list-style-type: none"> <li>• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</li> <li>• Ask relevant questions to extend their understanding and knowledge.</li> <li>• Articulate and justify answers, arguments and opinions (Elements of this are found throughout KS2 objectives).</li> <li>• Gain, maintain and monitor the interest of the listener(s).</li> <li>• Participate in discussions, presentations, performance, role play, improvisations and debates (y6).</li> <li>• Consider and evaluate different viewpoints, attending to building on the contribution of others.</li> </ul> <p><b>Drama:</b></p> <ul style="list-style-type: none"> <li>• Participate in discussions, presentations, performance, role play, improvisations and debates.</li> </ul>	
---	--	--	--	--

	<i>Children are expected to:</i>				<i>Suggested Units/Topics</i>
	<b>READING</b>	<b>WRITING</b>	<b>GRAMMAR</b>	<b>SPEAKING AND LISTENING</b>	
KS1 Year 2	<p><b>Word reading</b></p> <ul style="list-style-type: none"> <li>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>Read accurately words of two or more syllables that contain the same GPCs as above</li> <li>Read words containing common suffixes</li> <li>Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word</li> <li>Read most words quickly and accurately when they have been frequently encountered without overt sounding and blending</li> <li>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>Re-read these books to build up their fluency and confidence in word reading.</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</li> <li>Listen to, discuss and express views about a wide range of poetry (including contemporary and classic), stories and non-</li> </ul>	<p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>Form lower-case letters of the correct size relative to one another.</li> <li>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.</li> <li>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</li> <li>Use spacing between words that reflects the size of the letters.</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>Develop positive attitudes towards and stamina for writing by:</li> <li>Write narratives about personal experiences and those of others (real and fictional).</li> <li>Write about real events.</li> <li>Write poetry.</li> <li>Write for different purposes.</li> <li>Consider what they are going to write before beginning by:</li> <li>Plan or saying out loud what they are going to write about.</li> <li>Write down ideas and/or key words, including new vocabulary.</li> <li>Encapsulate what they want to say, sentence by sentence.</li> </ul>	<p><b>Vocabulary &amp; Punctuation</b></p> <ul style="list-style-type: none"> <li>Develop their understanding of the concepts set out in Appendix 2 by:</li> <li>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.</li> <li>Learn how to use sentences with different forms: statement, question, exclamation, command.</li> <li>Expand noun phrases to describe and specify, e.g. the blue butterfly.</li> <li>Use the present and past tenses correctly and consistently including the progressive form.</li> </ul>	<p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Speak audibly and fluently with an increasing command of Standard English (Standard English reference previously in Y6).</li> <li>Select and use appropriate registers for effective communication.</li> <li>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</li> <li>Use relevant strategies to build their vocabulary.</li> <li>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</li> <li>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Ask relevant questions to extend their understanding and knowledge.</li> <li>Listen and respond appropriately to adults and peers.</li> </ul>	<p><b>Narrative:</b></p> <ul style="list-style-type: none"> <li>Stories in familiar settings</li> <li>Traditional stories</li> <li>Different stories by the same author</li> <li>Extended stories/significant authors</li> </ul> <p><b>Non-fiction:</b></p> <ul style="list-style-type: none"> <li>Instructions</li> <li>Explanations</li> <li>Information texts</li> <li>Non chronological reports</li> </ul> <p><b>Poetry:</b></p> <ul style="list-style-type: none"> <li>Patterns on a Page</li> <li>Really looking</li> <li>Silly Stuff</li> </ul>

	<p>fiction at a level beyond that at which they can read independently.</p> <ul style="list-style-type: none"> <li>• Discuss the sequence of events in books and how items of information are related.</li> <li>• Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</li> <li>• Be introduced to non-fiction books that are structured in different ways.</li> <li>• Recognise simple recurring literary language in stories and poetry.</li> <li>• Discuss their favourite words and phrases.</li> <li>• Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</li> <li>• Understand both the books that they can already read accurately and fluently and those that they listen to by:</li> <li>• 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.</li> <li>• Make inferences on the basis of what is being said and done.</li> <li>• Answer and asking questions.</li> <li>• Predict what might happen on the basis of what has been read so far.</li> <li>• 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.</li> <li>• Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul>	<ul style="list-style-type: none"> <li>• Make simple additions, revisions and corrections to their own writing by:</li> <li>• Evaluate their writing with the teacher and other pupils.</li> <li>• 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.</li> <li>• Proof-read to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly).</li> <li>• Read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</li> <li>• 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.</li> <li>• Learn to spell common exception words.</li> <li>• Learn to spell more words with contracted forms</li> <li>• Distinguish between homophones and near- homophones.</li> <li>• Add suffixes to spell longer words, e.g. -ment, -ness, -ful, -less, -ly □ apply spelling rules and guidelines, as listed in Appendix 1.</li> </ul>	<ul style="list-style-type: none"> <li>• Use subordination (when, if, that, or because) and co-ordination (using or, and, or but).</li> <li>• Learn the grammar in column 1 of year 2 in Appendix 2.</li> <li>• Using some features of written Standard English.</li> <li>• Use and understand the grammatical terminology in Appendix 2 in discussing their writing.</li> </ul>	<p><b>Group Discussion and Interaction</b></p> <ul style="list-style-type: none"> <li>• Listen and respond appropriately to adults and their peers.</li> <li>• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</li> <li>• Articulate and justify answers, arguments and opinions (Elements of this are found throughout KS2 objectives).</li> <li>• Gain, maintain and monitor the interest of the listener(s).</li> <li>• Participate in discussions, presentations, performance, role play, improvisations and debates (Y6).</li> <li>• Consider and evaluate different viewpoints, attending to building on the contribution of others.</li> </ul> <p><b>Drama</b></p> <ul style="list-style-type: none"> <li>• Participate in discussions, presentations, performance, role play, improvisations and debates.</li> </ul>	
--	--	---	--	--	--

		<ul style="list-style-type: none"> <li>Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.</li> </ul>			
--	--	--	--	--	--

	<i>Children are expected to:</i> <b>READING</b>	<b>WRITING</b>	<b>GRAMMAR</b>	<b>SPEAKING AND LISTENING</b>	<i>Suggested Units/Topics</i>
<p>KS2</p> <p>Years 3-4</p>	<p><b>Word reading</b></p> <ul style="list-style-type: none"> <li>decode new words through growing knowledge of word roots, prefixes and suffixes using the study of word origin and word structure</li> <li>build knowledge of exception words noting differences between spelling and sound</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>use dictionaries to check meaning of words</li> <li>recognise some different forms of poetry</li> <li>retell a range of stories</li> <li>orally identify themes and conventions in stories, explaining the meaning of words in context</li> <li>ask questions to improve understanding of a text</li> <li>infer characters thoughts, feelings and motives from their actions, justifying inferences using evidence.</li> </ul>	<p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>join letters competently and understand which letters, when adjacent to one another, are best left unjoined</li> <li>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].</li> </ul> <p><b>Composition:</b></p> <p><i>Plan:</i></p> <ul style="list-style-type: none"> <li>discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discuss and recording ideas</li> </ul> <p><i>Draft:</i></p> <ul style="list-style-type: none"> <li>compose and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>organise paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple</li> </ul>	<p><b>Year 3:</b></p> <ul style="list-style-type: none"> <li>Form nouns; a or an; words families; conjunctions; adverbs; prepositions; paragraphs; headings/sub-headings; present perfect verb form; subordinate clauses; inverted commas</li> </ul> <p><b>Year 4:</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Read aloud and perform showing understanding through intonation, tone, volume and action</li> <li>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.</li> <li>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone</li> </ul>	<ul style="list-style-type: none"> <li>Fairy stories</li> <li>Myths and legends</li> <li>Play scripts</li> <li>Performance poetry</li> <li>Reference books</li> <li>Text books</li> <li>Non-fiction</li> </ul>

	<ul style="list-style-type: none"> <li>• predicting what might happen from details stated and implied</li> <li>• identifying main ideas drawn from more than one paragraph and summarising these</li> <li>• identifying how language, structure, and presentation contribute to meaning</li> <li>• retrieve and record information from non-fiction</li> <li>• <i>Whole texts should be experienced alongside extracts)</i></li> </ul>	<p>organisational devices [for example, headings and sub-headings]</p> <p><i>Evaluate and Edit:</i></p> <ul style="list-style-type: none"> <li>• assess the effectiveness of their own and others' writing and suggesting improvements</li> <li>• propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>• Proof-read for spelling and punctuation errors</li> </ul> <p><b>Spelling</b> (<i>see Appendix 1 of New Curriculum for detailed breakdown</i>):</p> <ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand how to add them</li> <li>• spell further homophone</li> <li>• spell words that are often misspelt</li> <li>• place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's</li> <li>• use the first two or three letters of a word to check its spelling in a dictionary</li> <li>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>• (<i>Use National Curriculum Appendix 2 as guide to word, sentence, text and punctuation to be learnt.</i>)</li> </ul>	<p>and volume so that the meaning is clear.</p>	
--	--	--	--	---	--

## Reading

Year Group	Area of Study/ Key Skills	Content/Topics addressed	Assessment Objectives	Additional Comment
Year 5	<p><i>Across Years 5 &amp; 6 of KS2, pupils are required to gain the following skills:</i></p> <p><b>Word reading:</b></p> <ul style="list-style-type: none"> <li>decode new words through growing knowledge of word roots, prefixes and suffixes using the study of word origin and word structure</li> <li>explain the meaning of words in context</li> </ul> <p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>retrieve, record and present information from non-fiction</li> <li>summarise main ideas drawn from more than one paragraph and identify key details that support the main ideas</li> <li>read whole texts and extracts</li> <li>Make comparisons within and between texts</li> <li>infer characters' thoughts, feelings and motives from their actions, justifying inferences using evidence</li> <li>predict what might happen from details stated and implied</li> <li>identify how language, structure, and presentation contribute to meaning</li> </ul>	<p><b>Fiction Unit</b></p> <ul style="list-style-type: none"> <li>Friend or Foe</li> <li>Midnight Fox</li> <li>Danny Champion of the World</li> <li>Oranges in No Man's land</li> <li>Greek Myths</li> </ul> <p><b>Poetry Unit</b></p> <ul style="list-style-type: none"> <li>Collected poems by Michael Rosen and Charles Causley</li> <li>Highway Man</li> <li>Raps</li> <li>Narrative Poetry</li> </ul> <p><b>Non-Fiction</b></p> <ul style="list-style-type: none"> <li>Persuasive</li> <li>Museum of Fun</li> <li>Non-Fiction- report</li> <li>Animals on the Move</li> <li>Pitch it Persuasion</li> <li>Ultimate Explorers</li> </ul> <p><b>Word Detectives</b></p>	<ol style="list-style-type: none"> <li>I can read a range of texts at an age-appropriate level and speed.</li> <li>I can re-read text to find specific information.</li> <li>I can make inferences with evidence from the text.</li> <li>I can consider possible meanings for words and phrases using context.</li> <li>I can explain how an author's use of language can have an impact upon the reader.</li> <li>I can make predictions based on events and characters in a text.</li> </ol>	<p><b>British Values</b></p> <ul style="list-style-type: none"> <li>understanding tolerance and perspective through discussion of themes and character</li> </ul> <p><b>Collaboration</b></p> <p><i>For example:</i></p> <ul style="list-style-type: none"> <li>National Book Week</li> <li>Reading Challenges</li> <li>Poetry Day</li> <li>United Nations debating day</li> <li>Rotary Club Public Speaking competition</li> <li>Journalism workshops</li> </ul>
		1. Poetry		



<p><b>Year 6</b></p>	<ul style="list-style-type: none"> <li>discuss and evaluate how authors use language (including figurative) considering their impact on the reader</li> <li>Identify and discuss themes and conventions</li> </ul>	<p><i>For example:</i></p> <ul style="list-style-type: none"> <li>Ted Hughes</li> <li>Poetic Voice</li> </ul> <p><b>2. Non Fiction</b> <b>For example:</b></p> <ul style="list-style-type: none"> <li>Save Pompeii</li> <li>WaterAid</li> <li>Live Debate</li> <li>What is blood for?</li> <li>Amazing Inventions</li> <li>Persuasion and report writing</li> </ul> <p><b>3. Fiction</b> <b>For example:</b></p> <ul style="list-style-type: none"> <li>Eye of the Wolf or Wedding Guest</li> <li>Kensuke's Kingdom</li> <li>Framed</li> <li>Millions</li> <li>Fantastic, Funny and Frightening Short stories</li> <li>Salamander Dream</li> <li>Beowulf</li> </ul>	<ol style="list-style-type: none"> <li>I can read a range of texts at an age appropriate level and speed.</li> <li>I can skim and scan accurately to summarise main ideas/events.</li> <li>I can comment on explicit and implicit language and be able to explain and justify my points of view.</li> <li>I can understand and explain the meaning of metaphorical language.</li> <li>I can present and discuss an author's viewpoint.</li> <li>I can make justifiable predictions based on nuances from a text.</li> </ol>	
<p><b>Year 7</b></p>	<p><i>Across KS3 pupils are required to gain the following skills:</i></p> <p><b>Read independently:</b></p> <ul style="list-style-type: none"> <li>Re-read books for familiarity and to draw comparisons.</li> <li>Learn new vocabulary and understand unfamiliar vocabulary</li> </ul>	<ol style="list-style-type: none"> <li>Non-fiction: writing to inform/persuade</li> <li>Novel: Private Peaceful</li> <li>Short Stories: critical and creative</li> <li>Poetry: poems about the wider world</li> <li>Shakespeare: Midsummer Night's Dream</li> <li>Media: Classic text through film and extracts e.g. Great Expectations</li> </ol>	<ol style="list-style-type: none"> <li>I can read a range of texts at an age-appropriate level.</li> <li>I can re-read more complex text to find specific information.</li> <li>I can successfully justify inferences with evidence from the text e.g. I can draw inferences such as characters' feelings, thoughts and motives for their actions.</li> </ol>	<p><b>British Values</b></p> <ul style="list-style-type: none"> <li>Opportunities to explore how British values are an integral part of the narrative in many of the novels and poetry studied.</li> </ul>

	<p>through use of dictionaries and reading in context.</p> <p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>• Make inferences and refer to evidence from a text.</li> <li>• Use knowledge of purpose, audience and context, utilising this knowledge to aid comprehension of texts.</li> </ul>		<ol style="list-style-type: none"> <li>4. I can explain possible meanings for idiomatic and figurative language.</li> <li>5. I can present and discuss an author's viewpoint in more complex texts.</li> </ol>	
<b>Year 8</b>	<ul style="list-style-type: none"> <li>• Analyse language for meaning, including figurative language, vocabulary choice, grammar, text structure and organisational features.</li> <li>• Recognise a range of poetic conventions, including understanding of how and why they are used.</li> <li>• Study setting, plot and characterisation and the effects of these (genre).</li> <li>• Understand how the work of dramatists is communicated effectively through performance, including consideration of alternative staging and interpretation.</li> <li>• Make critical comparisons across texts.</li> </ul>	<ol style="list-style-type: none"> <li>1. Modern Novel: Boy in Striped Pyjamas</li> <li>2. Non-fiction Unit: autobiography</li> <li>3. Poetry Pre 1914/modern</li> <li>4. Media Unit: Jaws</li> <li>5. Shakespeare: Macbeth</li> <li>6. Seminal world literature: Of Mice and Men</li> </ol>	<ol style="list-style-type: none"> <li>1. I can read a range of texts at an age-appropriate level.</li> <li>2. I can accurately choose main points of a text to support a statement or argument.</li> <li>3. I can identify different layers of meaning, with some attempt at a detailed exploration of them.</li> <li>4. I can comment on how a range of features relating to organisation at text level contribute to effects achieved.</li> <li>5. I can consistently explain how language devices are used to affect a reader, mostly using correct terminology.</li> <li>6. I can chart the development of, and respond to, authorial viewpoints.</li> </ol>	<p><b>British Values</b></p> <ul style="list-style-type: none"> <li>- Opportunities to explore how British values are an integral part of the narrative in many of the novels and poetry studied.</li> </ul>
<b>Year 9</b>	<ul style="list-style-type: none"> <li>• Study at least two authors in depth</li> </ul>	<ol style="list-style-type: none"> <li>1. Novel - teacher's choice</li> <li>2. Modern &amp; Literary Heritage Poetry</li> <li>3. Drama Text and Performance - teacher's choice</li> </ol>	<ol style="list-style-type: none"> <li>1. I can compare and contrast viewpoints and understand contextual influences.</li> </ol>	<p><b>British Values</b></p> <p>Opportunities to explore how British values are an integral part of the</p>

		<ol style="list-style-type: none"> <li>4. Non-Fiction unit based on the theme of Freedom</li> <li>5. 19th Century literature unit - fiction and non-fiction</li> <li>6. 19th Century literature unit to be completed and prepare for end of year exam</li> </ol>	<ol style="list-style-type: none"> <li>2. I can evaluate the extent to which structural choices support the author's themes and purposes.</li> <li>3. I can consistently explain how language devices are used for effect and be able to provide precise and perceptive analysis.</li> <li>4. I can chart the development of, and respond to authorial viewpoints to provide a coherent and personal response.</li> <li>5. I can compare and contrast texts and justify my viewpoints by providing detailed exploration of different layers of meaning.</li> <li>6. I can develop a clear and critical viewpoint that supports a coherent interpretation of a text.</li> </ol>	<p>narrative in many of the novels and poetry studied.</p>
--	--	--	--	--

## Writing

Year Group	Area of Study/ Key Skills	Content/Topics addressed	Assessment Objectives	Additional comment
Year 5	<p>Across Years 5 &amp; 6 of KS2, pupils are required to learn the following skills:</p> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>write legibly, fluently and with increasing speed by:</li> </ul> <p><b>Composition:</b></p> <p><i>Plan:</i></p> <ul style="list-style-type: none"> <li>Identify the audience for and purpose of the writing, selecting the appropriate form</li> <li>Consider how authors have developed characters and settings to use in their own writing</li> </ul> <p><i>Draft:</i></p> <ul style="list-style-type: none"> <li>Select appropriate grammar and vocabulary, understanding how such choices can change and</li> </ul>	<p><b>Writing a range of genres</b></p> <ul style="list-style-type: none"> <li>Story/Narrative</li> <li>Myth</li> <li>Legend</li> <li>Persuasion</li> <li>Report</li> <li>Explanation</li> <li>Instruction</li> <li>Biographical</li> <li>Recount</li> <li>Diary</li> <li>letter (formal and informal)</li> <li>Poetry</li> </ul>	<ol style="list-style-type: none"> <li>I can use paragraphs to organise ideas.</li> <li>I can describe settings and characters.</li> <li>I can use some cohesive devices. within and across sentences and paragraphs.</li> <li>I can use different verb forms mostly accurately.</li> <li>I can use co-ordinating and subordinating conjunctions.</li> <li>I can use capital letters; full stops; question marks; exclamation marks; commas for a list; and apostrophes for contractions mostly correctly.</li> <li>I can proof-read for spelling, grammar, punctuation and to ensure it makes sense.</li> <li>I can spell some words, or similar words, correctly from the Year 5-6 list.</li> <li>I can produce legible joined handwriting.</li> </ol>	<p><b>British Values</b></p> <p><i>For example:</i></p> <ul style="list-style-type: none"> <li>understanding tolerance and perspective through discussion of themes and character</li> </ul> <p><b>Collaboration</b></p> <p><i>For example:</i></p> <ul style="list-style-type: none"> <li>National Book Week</li> <li>Reading Challenges</li> <li>Poetry Day</li> <li>United Nations debating day</li> <li>Rotary Club Public Speaking competition</li> <li>Journalism workshops</li> <li>School writing days</li> </ul>
		<p><b>Writing a range of genres</b></p>	<ol style="list-style-type: none"> <li>I can create atmosphere and integrating dialogue to convey character and advance action.</li> </ol>	

<p><b>Year 6</b></p>	<p>enhance meaning and atmosphere</p> <ul style="list-style-type: none"> <li>Use a wide range of devices to build cohesion within and across paragraphs</li> </ul> <p><i>Evaluate and Edit:</i></p> <ul style="list-style-type: none"> <li>Assess the effectiveness of their own and others' writing</li> <li>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>Ensure the consistent and correct use of tense throughout a piece of writing</li> <li>Ensure correct subject and verb agreement</li> <li>Proof-read for spelling and punctuation errors</li> </ul> <p><b>Spelling</b> (<i>see Appendix 1 of National Curriculum for detailed breakdown</i>):</p> <ul style="list-style-type: none"> <li>Use the study of word origin (etymology) and</li> </ul>	<ul style="list-style-type: none"> <li>Story /Narrative (MUST)</li> <li>Myth</li> <li>Legend</li> <li>Persuasion</li> <li>Report</li> <li>Explanation</li> <li>Instruction</li> <li>Biographical</li> <li>Recount</li> <li>Diary</li> <li>Letter (formal and informal)</li> <li>Comparative/Discussion</li> <li>Poetry</li> </ul>	<ol style="list-style-type: none"> <li>I can select vocabulary and grammatical structures appropriate for given texts.</li> <li>I can use a range of cohesive devices across sentences and paragraphs.</li> <li>I can use a wide range of clause structures.</li> <li>I can use adverbs, prepositional phrases and expanded noun phrases effectively to add detail, qualification and precision.</li> <li>I can use inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly.</li> <li>I can use semi-colons, dashes, colons and hyphens sometimes correctly.</li> <li>I can proof-read for spelling, grammar, punctuation and to ensure it makes sense.</li> <li>I can spell most words, or similar words, correctly from the year 5 - 6 list.</li> <li>I can maintain legibility, fluency and speed in handwriting.</li> </ol>	
----------------------	--	---	---	--

	<p>word structure (morphology) in spelling and understand that some words need to be learnt specifically.</p> <ul style="list-style-type: none"> <li>• Spell and use other homophones accurately</li> </ul>			
<b>Year 7</b>	<p><i>Across KS3, pupils are required to learn the following skills:</i></p> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>• Write for a wide range of purposes and audiences.</li> <li>• Summarise and organise material, supporting any ideas and arguments with factual detail.</li> <li>• Apply their growing knowledge of vocabulary, grammar and text structure to their writing.</li> <li>• Select the appropriate form and style of writing for a task.</li> <li>• Draw on knowledge of literary and rhetorical</li> </ul>	<ol style="list-style-type: none"> <li>1. Non-fiction: writing to inform/persuade</li> <li>2. Novel: Private Peaceful</li> <li>3. Short Stories: critical and creative</li> <li>4. Poetry: poems about the wider world</li> <li>5. Shakespeare: Midsummer Night's Dream</li> <li>6. Media: Classic text through film and extracts e.g. Great Expectations</li> </ol>	<ol style="list-style-type: none"> <li>1. I can spell words of age appropriate vocabulary correctly</li> <li>2. I can understand and use appropriate and interesting vocabulary.</li> <li>3. I can select and apply a range of sentence structures, including the use of subordination and adverbials.</li> <li>4. I can use a range of ways to open sentences.</li> <li>5. I can use a full range of punctuation with accuracy.</li> <li>6. I can structure and paragraph appropriately.</li> <li>7. I can write for a given purpose and create interest for my reader.</li> </ol>	<p><b>British Values</b></p> <p><i>For example:</i></p> <ul style="list-style-type: none"> <li>- understanding tolerance and perspective through discussion of themes and character</li> </ul> <p><b>Collaboration</b></p> <p><i>For example:</i></p> <ul style="list-style-type: none"> <li>- National Book Week</li> <li>- Reading Challenges</li> <li>- Poetry Day</li> <li>- United Nations debating day</li> <li>- Journalism workshops</li> </ul>
<b>Year 8</b>		<ol style="list-style-type: none"> <li>1. Modern Novel: Boy in Striped Pyjamas</li> <li>2. Non-fiction Unit: autobiography</li> </ol>	<ol style="list-style-type: none"> <li>1. I can spell words of increasingly mature vocabulary correctly</li> <li>2. I can select and apply mature vocabulary with precision.</li> </ol>	<p><b>British Values</b></p> <p><i>For example:</i></p>

	<p>devices from their reading and listening to enhance the impact of their writing.</p> <ul style="list-style-type: none"> <li>• Draw on new vocabulary and grammatical constructions from their reading and listening to Non-fiction: writing to inform/persuade</li> <li>• Apply knowledge of simple, minor, compound and complex sentences and how to use them for effect in their writing.</li> </ul>	<ol style="list-style-type: none"> <li>3. Poetry Pre 1914/modern</li> <li>4. Media Unit: Jaws</li> <li>5. Shakespeare: Macbeth</li> <li>6. Seminal world literature: Of Mice and Men</li> </ol>	<ol style="list-style-type: none"> <li>3. I can create sentences using a wide range of structures, including those to convey formality.</li> <li>4. I can use a wide range of ways to open sentences.</li> <li>5. I can use a full range of punctuation effectively.</li> <li>6. I can structure and paragraph, sometimes choosing forms to affect my reader.</li> <li>7. I can write creatively to affect my reader.</li> <li>8. I can compose essays with competent structures.</li> </ol>	<ul style="list-style-type: none"> <li>- understanding tolerance and perspective through discussion of themes and character</li> </ul> <p><b>Collaboration</b></p> <p><i>For example:</i></p> <ul style="list-style-type: none"> <li>- National Book Week</li> <li>- Reading Challenges</li> <li>- Poetry Day</li> <li>- United Nations debating day</li> <li>- Rotary Club Public Speaking competition</li> <li>- Journalism workshops</li> </ul>
<p><b>Year 9</b></p>	<p><i>Plan, draft, edit and proof-read:</i></p> <ul style="list-style-type: none"> <li>• Consider how their writing reflects the audience and purposes for which it was intended.</li> <li>• Amend the vocabulary, grammar and structure of their writing to improve its coherence and effectiveness.</li> </ul> <p><b>Spelling and Punctuation</b></p>	<ol style="list-style-type: none"> <li>1. Novel - teacher's choice</li> <li>2. Modern &amp; Literary Heritage Poetry</li> <li>3. Drama Text and Performance - teacher's choice</li> <li>4. Non-Fiction unit based on the theme of Freedom</li> <li>5. 19th Century literature unit - fiction and non-fiction</li> <li>6. 19th Century literature unit to be completed and</li> </ol>	<ol style="list-style-type: none"> <li>1. I can spell to a high level of accuracy, including ambitious vocabulary</li> <li>2. I can use extensive and ambitious vocabulary consistently</li> <li>3. I can use an extensive range of sentence structures accurately, manipulating the location of clauses for deliberate effect e.g. rhetorical devices, multiple adverbials and clause structures</li> <li>4. I can use a range of ways to open sentences.</li> <li>5. I can use a full range of punctuation for effect in increasingly complex sentences and to deliberately manipulate the reader</li> <li>6. I can securely use coherent paragraphs and integrate discourse markers appropriately.</li> </ol>	<p><b>British Values</b></p> <p><i>For example:</i></p> <ul style="list-style-type: none"> <li>- understanding tolerance and perspective through discussion of themes and character</li> </ul> <p><b>Collaboration</b></p> <p><i>For example:</i></p> <ul style="list-style-type: none"> <li>- National Book Week</li> <li>- Reading Challenges</li> <li>- Poetry Day</li> <li>- United Nations debating day</li> <li>- Journalism workshops</li> </ul>

	<ul style="list-style-type: none"> <li>Use appropriately full stops, question marks, exclamation marks, commas, colons, semi-colons and hyphens, and knowledge of how each can be used for effect.</li> </ul>	<p>prepare for end of year exam</p>	<ol style="list-style-type: none"> <li>I can vary the range of text structures for deliberate effect on the reader e.g. recurring motifs, non-linear structures</li> <li>I can write creative and informal texts by independently selecting vocabulary and language techniques to affect the reader</li> <li>I can proof-read for spelling, grammar and punctuation to ensure content makes sense for the reader</li> </ol>	
--	---	-------------------------------------	---	--