



Progression in English

Who's who?

Subject Leader: Mrs Tinniswood

Teaching staff: Mrs Watts, Miss Jardine, Mrs Hayton, Mr Armstrong & Miss Dixon

Our Aims

At Rosley CE School, we believe English is at the heart of learning, enabling children to communicate effectively and creatively with others and to give order and meaning to experiences, feelings and ideas. Our English vision is to foster a love of both the spoken and written word, and to nurture effective communicators for life.

Speaking and Listening

Speaking and listening plays an integral role in English, in the wider curriculum and in the development of children's social and emotional skills. It is at the core of effective communication and is essential for developing vocabulary and language. We aim to provide speaking, listening and drama opportunities to develop children's skills in English as well as their concentration, self-confidence, imagination and empathy.

Reading

We believe that reading is a life skill every child should be entitled to have. We aim to foster a love of reading and, therefore, attach great importance to enabling our children to become fluent readers. We approach reading in three different ways; through reading for pleasure, reading across the curriculum and teaching reading skills explicitly. We use Read, Write Inc to teach reading, writing and phonics in EYFS and Key Stage 1. We want not only to inspire children through books but also to promote a love of reading to empower our children to become life-long readers. We aim to provide a rich and varied literary experience and view books as gateways to other worlds, which fuel our imaginations, increase our knowledge and challenge our preconceptions.

Writing

We aim to **inspire, excite and engage our children in** writing, by providing a rich literary and oral environment. We want our children to write for sheer enjoyment but also to have the knowledge and skills necessary to write imaginative, coherent and meaningful texts. We aim to do this by providing inspiring and high-quality texts, encouraging talk for writing, using 'real life' purpose and audience for writing and by equipping children with the necessary technical skills. We encourage children to apply a variety of 'magpie' ideas as well as the taught spelling, punctuation and grammatical tools so that they are confident in their own abilities to edit their writing in a positive and dynamic way. We aim to strike a healthy balance between teaching the technical act of writing and the creative art of writing, so that children achieve success and take pride and enjoyment in their writing.

YEAR A 2022 - 2023

YEAR 3 & 4		
TERM	UNIT OF STUDY	LEARNING/KEY SKILLS
Autumn 1	Rags to Riches	<ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • use relevant strategies to build their vocabulary • Read and investigate the structure and language features of narratives involving a ‘rags to riches’ theme. • Write a ‘rags to riches’ story in the style of the model text. • Increase pupils’ familiarity with fiction from our literary heritage by reading and studying The Railway Children by E. Nesbit, exploring the description of settings • Revise word class and basic sentence construction, learning clauses and link text conjunctions • Explore the use of expanded noun phrases to add description and detail • Use the comma to indicate a fronted adverbial • Use possessive apostrophes • Learn to spell: <ul style="list-style-type: none"> - words with the prefixes dis- and in- - words with the prefix im- when root words begin with m or p - words from the Y3/4 statutory lists
Autumn 2	Read all about it!	<ul style="list-style-type: none"> • Participate in discussions, presentations, performances, roleplay/improvisations and debates • Read and investigate the structure, layout and language features of newspaper reports (recounts) • Write a newspaper report about a current theme. • Explore exploring the features of newspaper reports and writing our own

		<ul style="list-style-type: none"> • Investigate and perform the poem 'From a Railway Carriage'. • Use expanded noun phrases in a non-fiction context • Use the present perfect tense • Learn to spell: <ul style="list-style-type: none"> - words ending with the suffix -ous - words ending with the suffix -ly - adjectives to form adverbs - homophones - words from the Y3/4 statutory list
Spring 1	Varjak Paw	<ul style="list-style-type: none"> • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • Read and investigate the structure and language features of tales of fear, exploring openings and endings • Write a tale of fear with an effective opening and ending • Investigate the features of direct speech and learn to use inverted commas and the comma to indicate direct speech • Use the comma to indicate fronted adverbials • Identify and use possessive pronouns • Revise expanded noun phrases • Learn to spell: <ul style="list-style-type: none"> - words ending in -ture - adding -ation to verbs to form nouns - words from the Y3/4 statutory list
Spring 2	Cats make great pets	<ul style="list-style-type: none"> • Articulate and justify answers, arguments and opinions • Read and investigate the structure, layout and language features of a persuasive argument

		<ul style="list-style-type: none"> • Write a persuasive argument about a real-life subject pupils feel strongly about • Use possessive apostrophes for plural nouns • Explore and use persuasive devices such as the power of three and rhetorical questions • Use subordinating conjunctions to link clauses • Use the present perfect form of noun phrases • Identify and use adverbial phrases • Learn to spell: <ul style="list-style-type: none"> - words with the c sound spelt ch - words with the sh sound spelt ch - short i sound spelt y
<p>Summer 1</p>	<p>'Defeating the Monster' stories</p>	<ul style="list-style-type: none"> • Gain, maintain and monitor the interest of the listener(s) • Read and investigate the structure and language features of 'defeating the monster' stories • Write 'Defeating the monster' stories inspired by the model text • Write kennings to describe a dragon • Develop character description, using fronted adverbials and expanded noun phrases • Develop characters using speech and use inverted commas and comma to indicate direct speech with accuracy • Revise using the comma to indicate fronted adverbials • Use possessive apostrophes with accuracy, including for plural nouns • Learn to spell: <ul style="list-style-type: none"> - words adding the suffix -ion (to root words in t or te) - words adding the suffix -ian (to root words in c or cs) - words adding the prefix re- - homophones

Summer 2	How to trap a dragon	<ul style="list-style-type: none"> • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • Read and investigate the structure, layout and language features of explanation texts • Write an explanation text, inspired by the model text. • Revision of year’s punctuation objectives • Explore using conjunctions, adverbs and prepositions to express time and cause • Learn to spell: <ul style="list-style-type: none"> - words adding the prefix anti- - words adding the prefix super- - words adding the prefix sub-
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YEAR 5 & 6

TERM	UNIT OF STUDY	LEARNING/KEY SKILLS
Autumn 1	The Canal	<ul style="list-style-type: none"> • Use relevant strategies to build their vocabulary • Speak audibly and fluently with an increasing command of Standard English • Read and study <i>Goodnight Mister Tom</i> by Michelle Magorian, exploring the meaning of vocabulary in context • Make predictions about stories • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Study the structure of warning stories and explore how authors use dialogue to advance the action • Write warning stories in the style of the model text, using dialogue effectively to advance the action • Revise word class, punctuation (dialogue and commas), and noun and adverbial phrases

		<ul style="list-style-type: none"> • Review our knowledge of phonics in preparation for starting our new spelling programme • Learn to spell: <ul style="list-style-type: none"> - words with silent b - words that contain the letter string ough - words from the Y5/6 statutory spelling list
Autumn 2	Should children have been evacuated?	<ul style="list-style-type: none"> • Participate in discussions, presentations, performances, roleplay/improvisations and debates • Consider and evaluate different viewpoints, attending to and building on the contributions of others • Read a variety of war poems and write poetry on Remembrance • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • Read and investigate the structure and features of discussion texts • Write a discussion text using the model text as inspiration, expressing balanced coverage of a topic • Revise word class and using paragraphs effectively to organise writing • Use hyphens and commas to avoid ambiguity in our writing • Use brackets, dashes and commas for parenthesis • Learn to spell: <ul style="list-style-type: none"> - words ending in -ible - homophones - words ending in -able - words with silent t - words ending in -ably and -ibly
Spring 1	Building suspense	<ul style="list-style-type: none"> • Give well-structured descriptions for different purposes • Gain, maintain and monitor the interest of the listener(s)

		<ul style="list-style-type: none"> • Increase pupils' familiarity with fiction from our literary heritage by reading and studying <i>Treasure Island</i> by Robert Louis Stevenson • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Read and investigate the structure and features of tales of fear, exploring how authors build suspense • Write a tale of fear, focussing on building suspense • Use brackets, dashes and commas for parenthesis in a fiction context • Recap punctuating dialogue • Revise apostrophes for possession – singular and plural • Learn to spell: <ul style="list-style-type: none"> - homophones - words ending -ent - words ending -ence - ee spelt ei - words from the Y5/6 statutory list
<p>Spring 2</p>	<p>Powers of Persuasion</p>	<ul style="list-style-type: none"> • Articulate and justify answers, arguments and opinions • Speak audibly and fluently with an increasing command of Standard English • Read and study persuasive letters from a range of contexts • Retrieve information from non-fiction texts and distinguish between statements of fact and opinion • Read and investigate the structure and features of persuasive texts, including formal language • Write a persuasive letter to a real-life audience about an environmental issue pupils feel strongly about • Learn to spell <ul style="list-style-type: none"> - words ending -ant, -ance and -ancy - words with 'shus' spelt cious and tious - words from the Y5/6 statutory list

<p>Summer 1</p>	<p>Losing tales</p>	<ul style="list-style-type: none"> • Use relevant strategies to build their vocabulary • Articulate and justify answers, arguments and opinions • Read and study <i>The Giant's Necklace</i> and <i>Kensuke's Kingdom</i> by Michael Morpurgo • Recommend books that they have read to their peers, giving reasons for their choices • Make predictions about stories, and summarise stories or extracts, identifying key details that support the main ideas • Study the structure of losing stories and explore openings & endings • Write losing tales using the model text as inspiration, focusing on effective openings and endings • Learn to spell: <ul style="list-style-type: none"> - words with 'shul; spelt -cial or -tial - words from the Y5/6 statutory list
<p>Summer 2</p>	<p>Natural disasters</p>	<ul style="list-style-type: none"> • Participate in discussions, presentations, performances, roleplay/improvisations and debates • Read and study a variety of explanation texts about natural disasters • Retrieve, record and present information from non-fiction • Provide reasoned justifications for their views. • Read and investigate the structure and features of explanation texts • Link ideas within and across paragraphs using a full range of connectives and signposts Use rhetorical questions to draw reader in • Write an explanation using the model text as inspiration • Revise spelling objectives from across the year

ENRICHMENT OPPORTUNITIES

National Poetry Day

World Book Day

Summer Reading Challenge

Spellbinding Reading Challenge

HOW TO SUPPORT YOUR CHILD'S LEARNING

- Read with your child at least 5 times per week, ideally at least 20 minutes each time.
- As your child progresses through KS2, it is still important that you listen to your child read, discussing the text, and that you read to your child.
- Encourage reading for pleasure. Good writers tend to be avid readers and there is a reason for this. The more a child reads, the more they will be exposed to new vocabulary in context and the more words they will learn.
- When writing, help children get started. A blank page can be intimidating, even for the experienced writer. Ask them questions, make a list or mind-map ideas that relate to the topic they are writing about.
- Encourage children to write drafts so they are not worrying about their writing being perfect first time.
- Allow children to use dictionaries and electronic spell checkers. Speak to Mrs Tinniswood to see examples of these in school.
- Encourage free writing at home. The more children write, the more they will improve and hone their skills.
- Suggest copying activities. Copying or memorizing favourite poems, quotes or any other pieces of written language can help children focus their attention on form, use and meaning and incorporate new structures into productive use.
- Model good speaking and listening skills. Use exciting or rich vocabulary – the more children are exposed to this, the more they will use it!