



## **English Scheme of Work 2017**

**The aim of our scheme is to give all our children a broad and balanced range of work that both inspires and challenges them to achieve and attain highly.**

**We want our scheme to encourage our children to see the importance of good communication skills and spelling and we want it to give them a love of language that will last a lifetime.**

### **Principles that Apply to the Whole School**

- Speaking audibly and fluently, with an increasing command of Standard English underpins the whole of the English curriculum. If children do not speak in grammatically correct whole sentences, they will not use language for communication, either oral or written, correctly. Developing children's language in EYFS and Key stage 1 is essential to them becoming successful communicators. Teachers are expected to model Standard English, to pronounce words correctly and to correct mistakes in children's speech consistently.
- Good listening skills will be developed alongside speech; children will be taught how to be good listeners and will be expected to ask questions to clarify meaning.
- Hearing a range of stories and poetry everyday in class helps build a child's vocabulary and understanding and this is essential, especially in EYFS and Key stage 1.
- Having the chance to use drama to embed story and language is also a key feature of our literacy scheme of work; all classes will use drama activities to help develop understanding of story and poetry.

### **Year 1**

#### **Reading**

This will be taught through the systematic teaching of phonics, alongside individual children reading to the teacher or support staff and through guided reading sessions with the children. Alongside decoding reading skills, comprehension of text will be taught through listening to and discussing stories and poems in class, guided reading sessions with the teacher and through adults discussing and analysing text on a one to one basis with the children when the pupils are reading.

### Word

Children will be taught plural noun suffixes, changes to common root words (adding ing, ed, er ) and the meaning of the word un as a prefix. Spelling will be taught alongside phonics.

### Sentences

Children will be taught what a sentence consists of and will be given the opportunity to combine words to make sentences. When secure, the children will be taught to use the connectives and and because. The children will rehearse sentences orally before writing them down.

### Text

Children will be taught to write short narratives and recounts that build upon work done in reading, phonics and sentence work. Children will be given opportunities to write stories based on familiar modern classic and traditional tales and real life experiences; children will be given opportunities to use drama to develop their understanding of narrative texts.

### Punctuation and Grammar

Children will be taught to use finger spaces to separate words and will be introduced to using capital letters and full stops. Once secure the children will be introduced to question marks and exclamation marks. Children will be taught that names and I need capital letters. Children will be taught singular and plural forms of some nouns.

### Key Terminology

Capital letter, full stop, question mark, sentence punctuation, singular, plural, exclamation mark.

## **Year 2**

### Reading

As with year 1, reading will be taught through the systematic teaching and application of phonics, alongside individual children reading to the teacher or support staff and through guided reading sessions with the children. Alongside decoding reading skills, comprehension of text will be taught through listening to and discussing stories and poems in class, guided reading sessions with the teacher and through adults discussing and analyzing text on a one to one basis with the children when the pupils are reading.

### Word

In year 2, alongside developing phonological awareness, children will be taught to create nouns using suffixes ( adding ness, ful, less, er ) and to turn adjectives in to adverbs by adding ly. Children will also be taught to use possessive and contractive apostrophes in spelling and common spelling

'rules', such as y-ies; these are prescribed in the national curriculum document.

### Sentence

Children will be taught to use a wider range of connectives which show subordination and coordination – when, if, that, because, or and but. The children will be taught to use expanded noun phrases as part of their writing and will be taught the difference between questions, statements and commands.

### Text

The children will be taught to develop stamina for writing and will write narratives, recounts, poetry, non-chronological reports and letters (writing for a purpose). As in year 1, children will be given opportunities to use drama to develop their understanding of narrative texts. Alongside this the children will learn about past and present tenses and will be taught to use these correctly.

### Punctuation and Grammar

Children will be expected to use full stops, capital letters, question marks, commas in a list of items and exclamation marks to demarcate sentences correctly. The use of apostrophes will also be taught to show omission in common everyday words and possession, where that possession is singular. Children will learn the common names of sentences parts, such as verb, noun and adjective.

### Key Terminology

Noun, noun phrase, verb, adjective, question, statement, command, tense, apostrophe, comma, adverb.

## **Year 3**

### Reading

Reading will continue to be taught through individual one to one time with all pupils and through class comprehension and group guided reading time. Individual one to one time will develop mechanical reading skills, alongside the development of inference, deduction, prediction and summarising. Children will be encouraged to discuss the overall purpose of text, its layout and how this helps the readers' understanding and will be expected to ask questions that further their own understanding of a text.

### Word

Children will be taught the formation of nouns using a range of prefixes and will be expected to use a/an correctly as indefinite articles. Children will also be taught word families (morphology) so children see how root words are used to aid common spelling.

### Sentence

Children will be expected to use a wider range of time and place conjunctions (when, before, after, while, so etc) and will know specific time adverbs. Children will know and understand what prepositions are and what they do in a sentence. Children will be shown how to add subordinate clauses in to sentences at the beginning and after a main noun to add detail and interest to sentences.

### Text

Children will be taught how to use paragraphs as a way of grouping related material and will be taught how to use titles and subtitles when writing factually to aid presentation. Children will be expected to use the present perfect form of verbs as well as simple past tense verbs to add variety to writing. Children will be expected to develop these skills through narrative texts that develop settings, plot and character and in non-narrative texts where organizational devices are needed.

### Punctuation and Grammar

Children will revise the use of punctuation learnt so far and will then be taught how to use inverted commas (speech marks) to punctuate direct speech.

### Key Terminology

Adverb, preposition, conjunction, morphology (word families), clause, subordinate clause, inverted commas, consonant, vowel, indefinite article.

## **Year 4**

### Reading

Reading will continue to be taught through individual one to one time with all pupils and through class comprehension and group guided reading time. Individual one to one time will develop mechanical reading skills, alongside the development of inference, deduction, prediction and summarising. The children will also be taught how to identify themes and conventions in a range of books, discuss authors' word choices and why these are effective and will continue to retrieve information from a range of non-fiction texts. See the curriculum for full details.

### Word

Children will be taught the grammatical difference between plural and possessive s and standard forms of commonly misused verbs will be taught explicitly. These will be taught systematically. Children will continue to use word families to help with spelling and will continue to work on prefixes, suffixes and common mistakes to high frequency words.

### Sentence

The children will be taught to expand noun phrases, using adjectives, nouns and prepositional phrases. Children also need to be taught how to use fronted adverbials as a way of making sentences more varied. Children will

continue to practice their use of subordinating clauses in sentences and will continue to be expected to use a wide range of connectives and openers.

### Text

Children will be taught how to use pronouns effectively to avoid repetition in writing and will continue to learn how to use paragraphs to group related ideas. Children will practice skills across a wide range of writing genres including through narrative texts that develop settings, plot and character and in non-narrative texts where organizational devices are needed.

### Punctuation and Grammar

The children will revise the use of inverted commas, but will now learn how to punctuate the rest of the speech correctly – eg, a comma after a reporting clause. The children will also learn how to use apostrophes to show single and plural possession. The children will also learn how to use commas after fronted adverbials.

### Key Terminology

Pronoun, adverbial, possessive apostrophe, contracted/omitted apostrophe.

## **Year 5**

### Reading

In year 5 the children are expected to read a wide range of books and poems. They are expected to use their knowledge of words (morphology) to decode unfamiliar text and will be expected to acquire new language readily. They are expected to ask questions about what they have read and to infer, deduce, summarise, predict and discuss authors' language choices. The children will also be taught to share books they have read and make recommendations to friends; children will learn to differentiate between fact and fiction and will be expected to give opinions and justify them. See the curriculum for more detail.

### Word

Children will be taught how to change nouns or adjectives in to verbs by adding suffixes ate, ise and ify. Children will be taught how adding dis, de, mis, over and re changes the meaning of verbs and will be expected to know what this means. Children will also review common spelling rules and will constantly revisit high frequency words they struggle with.

### Sentence

Children in year 5 will be taught how to use modal verbs and adverbs to identify degrees of possibility. The children will also be taught how to use relative clauses, beginning with who, which, where, when, whose, that or an. The children will also be taught how to vary sentence types to suit a particular genre of text.

## Text

In year 5 the children will be expected to learn how to show cohesion within paragraphs by using words and phrases that link ideas, such as after that, this, firstly, finally etc. They will also be taught to link ideas across paragraphs by using adverbials of time, place and number. The children will practice these skills across a range of text genres.

## Punctuation and Grammar

Children will be taught to use brackets, hyphens and commas for parenthesis as well as being taught how to use commas to avoid ambiguity in sentences.

## Key Terminology

modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, and ambiguity.

## **Year 6**

### Reading

In year 6 the children are expected to read a wider range of books and poems that challenge their understanding and ability. They are expected to use their knowledge of words (morphology) to decode unfamiliar text and will be expected to acquire new language readily. They are expected to ask questions about what they have read and to infer, deduce, summarise, predict and discuss authors' language choices. The children will also be taught to share books they have read and make recommendations to friends; children will learn to differentiate between fact and fiction and will be expected to give opinions and justify them. The children will read books from other cultures and traditions. See the curriculum for more detail.

### Word

The children will be taught the differences between formal speech and writing and informal speech and writing. Children will also be taught how to use synonyms that have shades of meaning and how to use antonyms. The children will be expected to know and spell a wide range of words that appear on the year 5 and 6 high frequency word list.

### Sentence

The children will be taught how to use active and passive verbs in sentences and when it is appropriate to use each different form. The differences between formal and informal sentence structure and when to use these will also be taught, alongside how to use subjunctive forms of verbs.

### Text

Children will be taught how to link ideas and clauses which contrast or which show consequence and will be taught more formal ways of text layout, such as using headings, sub-headings, columns or tables to aid the readers' understanding. Children will also be taught to use ellipsis in different contexts.

The children will be given opportunities to develop these skills across a range of genres.

### Punctuation and Grammar

Children will be taught how to use semi-colons to join independent related clauses and how to use semi-colons in a 'complicated list'. They will also be taught how to use a colon to introduce such a list. The children will be taught how to use bullet points correctly and how to use hyphens to avoid ambiguity within a sentence ( see NC document for examples).

### Key Vocabulary

Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.

## **Genres Developed In Each Year Group.**

### **Year 1**

**Narratives based on modern and traditional tales, recounts based on real life experiences and short pieces of topic related non-chronological report.**

### **Year 2**

**Narratives based on personal experience and that of others, recounts of real events, poetry and writing for different purposes, which could include non-chronological reports, letters or postcards.**

### **Year 3**

**Narrative texts – adventure stories, scary stories and science fiction, Instructions, non-chronological reports, recounts and letter.**

### **Year 4**

**Narrative texts – adventure stories, scary stories and science fiction, Instructions, non-chronological reports, recounts, poetry and letters.**

### **Year 5**

**Narrative texts – Horror stories, adventure stories, myths and legends and science-fiction – Persuasive texts, News reports, Explanation texts, poetry and non-chronological reports linked to topic work.**

### **Year 6**

**Narrative texts – Adventure, Horror, quest/fantasy stories - Persuasive texts, including ones which show balance, News reports, Explanation texts and biographical/autobiographical/diary entries.**

