



English at Nateby Primary School

THE NATIONAL CURRICULUM

Aims:

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

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

INTENT

We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing. We pay particular attention to the development of a comprehensive range of vocabulary through our teaching, opportunities throughout the curriculum; work at home; workshops and visits. Pupils are given opportunities to interrelate the requirements of English across the curriculum, with opportunities to consolidate and reinforce taught skills.

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At Nateby school we strive for children to be able to use standard English well. To be able to:

- read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct
- have an interest in books and read for enjoyment using what they have discovered to increase their own clarity of communication
- have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms
- to expand their use of grammar to be able to write and speak in an increasingly well-structured and organised manner
- to be able to justify their opinions and to do so in a range of situations; to be able to use good communication skills both written and oral to problem solve, work as a team, express their own learning and creativity
- by developing the powers of imagination, inventiveness and critical awareness.
- have a suitable technical vocabulary to articulate their responses.

IMPLEMENTATION

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (published 2013 updated July 2014) and in the Communication & Language and Literacy sections of EYFS Statutory Framework 2017.

How English is organised at Nateby Primary School.

In EYFS children are given opportunities to:

- listen to stories, each other and the staff. They are taught how to be good listeners;
- they are given opportunities to develop their skill in using questions, express their opinions. They learn to respond to others and the stories or facts they have heard about;
- use communication, language, listening and paying attention in every part of the curriculum;
- become immersed in an environment rich in print and possibilities for communication.

Reading in EYFS

- Reading is taught daily both in English focused work and in phonics sessions and through other subjects
- Pupils are taught to read using a phonetical approach

Writing in EYFS

- Children are taught to express their thoughts and what they have learnt through mark making where appropriate.
- They use their phonics knowledge to make plausible attempts at spelling words; matching spoken sounds.

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- They are given opportunities to rehearse their thoughts and questions and develop them in to sentences.

In Key stages 1 and 2:

In years 1-6 pupils use of English as a tool for learning and expression is developed through the teaching of spoken language, vocabulary, reading and writing. These skills are also developed across other subjects. The acquisition of subject specific vocabulary and the use of English skills is integrated into the way other subjects are taught and the way in which pupils express their understanding.

- Pupils are taught to understand and use standard English and are given many opportunities for practise in English lessons, across the curriculum, school events and assemblies.
- They are encouraged to use communication skills to solve their problems both in the classroom and in their own interactions.
- They are taught how the good use of English can be integrated through other subjects to communicate their ideas and feelings
- They are given many opportunities to work collaboratively and to experience how clear and accurate communication can aid negotiation, build understanding of each other and take a good idea to an outstanding idea.

Reading

At Nateby Reading is given the greatest regard; the environment is full of opportunities to read.

Children are encouraged to read texts of their own choice as they become more able but they also follow a tailored scheme. The reading scheme has been developed to encourage all readers to develop fluency, stamina and a love of reading. Progress is monitored daily. They also have access to fiction and non-fiction in the classroom and in the school library. All pupils at Nateby are expected to read every day at home; with a volunteer, member of staff or other adult. Nateby pupils are encouraged to read extensively from the beginning of their primary school journey. Reading is monitored daily and there are termly rewards for children who have read every day. Phonics is taught through the teaching of small groups for around 20 minutes daily. Where pupils have mastered phonics they move on to grammar, punctuation and spelling in this time.

Reading skills are also taught through Guided Reading sessions and 1:1 reading practice. Class teachers often plan a unit of work around a book. This is read in shared reading and independently. Explicit links are made to the skill of reading and writing which are practised by pupils in preparation for their own written work.

Writing

Writing builds on the skills they have learnt through the explicit teaching of English. Pupils are taught to write for a range of purposes and to use a range of genre. The teaching of writing is closely linked to speaking and listening building on rehearsal, investigation and experience of a wide variety of texts.

Curriculum Distribution

EYFS

Composition		Vocabulary, Punctuation and Grammar	
Planning, Writing and Editing	Awareness of audience, purpose and structure	Sentence Construction and Tense	
<p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p> <p>Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc.</p> <p>Learn new vocabulary.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Describe events in some detail.</p>	<p>Use a wider range of vocabulary.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary throughout the day.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen.</p> <p>Develop social phrases.</p> <p>Use new vocabulary in different contexts.</p> <p>Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary.</p>	<p>Understand ‘why’ questions, like: ‘Why do you think the caterpillar got so fat?’</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.</p> <p>Use longer sentences of four to six words</p> <p>Use new vocabulary throughout the day.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.</p>	
		Use of Tense and Clauses	
		<p>Use longer sentences of four to six words.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.</p>	
		Punctuation	
		Use of Terminology	

Year 1

Composition		Vocabulary, Punctuation and Grammar
Planning, Writing and Editing	Awareness of audience, purpose and structure	Sentence Construction and Tense
<p>To say out loud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p> <p>To sequence sentences to form short narratives.</p> <p>To discuss what they have written with the teacher or other pupils.</p> <p>To reread their writing to check that it makes sense and to independently begin to make changes.</p> <p>To read their writing aloud clearly enough to be heard by their peers and the teacher.</p> <p>To use adjectives to describe.</p>	<p>To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p> <p>To start to engage readers by using adjectives to describe.</p>	To use simple sentence structures.
		Use of Tense and Clauses
		<p>To use the joining word (conjunction) 'and' to link ideas and sentences.</p> <p>To begin to form simple compound sentences.</p>
		Punctuation
		<p>To use capital letters for names, places, the days of the week and the personal pronoun 'I'.</p> <p>To use finger spaces.</p> <p>To use full stops to end sentences.</p> <p>To begin to use question marks and exclamation marks.</p>
		Use of Terminology
		<p>To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.</p>

Composition		Vocabulary, Punctuation and Grammar	
Planning, Writing and Editing	Awareness of audience, purpose and structure	Sentence Construction and Tense	
<p>To write narratives about personal experiences and those of others (real and fictional).</p> <p>To write about real events.</p> <p>To write simple poetry.</p> <p>To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary</p> <p>To encapsulate what they want to say, sentence by sentence.</p> <p>To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>To reread to check that their writing makes sense and that the correct tense is used throughout.</p> <p>To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</p>	<p>To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</p> <p>To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences.</p> <p>To read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>To use the present tense and the past tense mostly correctly and consistently.</p> <p>To form sentences with different forms: statement, question, exclamation, command.</p> <p>To use some features of written Standard English.</p>	
		Use of Tense and Clause	
		<p>To using co-ordination (or/and/but).</p> <p>To use some subordination (when/if/ that/because).</p> <p>To use expanded noun phrases to describe and specify (e.g. the blue butterfly).</p>	
		Punctuation	
		<p>To use the full range of punctuation taught at key stage 1 mostly correctly including:</p> <ul style="list-style-type: none"> -capital letters, full stops, question marks and exclamation marks; -commas to separate lists; -apostrophes to mark singular possession and contractions. 	
		Use of terminology	
		<p>To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.</p>	

Year 3

Composition		Vocabulary, Punctuation and Grammar	
Planning, Writing and Editing	Awareness of audience, purpose and structure	Sentence Construction and Tense	
<p>Read and analyse narrative, non-fiction and poetry in order to plan and write their own versions.</p> <p>Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.</p> <p>Discuss and record ideas for planning using a range of formats, e.g. chunking a plot, story maps, flow charts, boxing up.</p> <p>To begin to create settings, characters and plot in narratives.</p> <p>To improvise, create and write dialogue.</p> <p>To create and develop plots based on a model.</p> <p>To use headings and sub headings to organise information.</p> <p>To begin to use ideas from their own reading and modelled examples to plan their writing.</p> <p>To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.</p> <p>To begin to organise their writing into paragraphs around a theme.</p> <p>To compose and rehearse sentences orally (including dialogue).</p>	<p>To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</p> <p>To make deliberate ambitious word choices to add detail.</p> <p>To begin to create settings, characters and plot in narratives.</p>	<p>To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.</p> <p>To use 'a' or 'an' correctly throughout a piece of writing.</p>	
		Use of Tense and Clause	
		<p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.</p> <p>To use a range of conjunctions, adverbs and prepositions to show time, place and cause.</p>	
		Punctuation	
		<p>To use the full range of punctuation from previous year groups.</p> <p>To punctuate direct speech accurately, including the use of inverted commas.</p>	
		Use of terminology	
		<p>To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).</p>	

Year 4

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Composition		Vocabulary, Punctuation and Grammar	
Planning, Writing and Editing	Awareness of audience, purpose and structure	Sentence Construction and Tense	
<p>To read and analyse narrative, non-fiction and poetry in order to plan their own versions.</p> <p>To identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.</p> <p>To discuss and record ideas for planning e.g. story mountain, text map, non-fiction bridge, story board, boxing-up text types to create a plan.</p> <p>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>To develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense.</p> <p>To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</p> <p>To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion</p>	<p>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</p> <p>To write a range of narratives that are well-structured and well-paced.</p> <p>To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.</p> <p>To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.</p>	<p>To always maintain an accurate tense throughout a piece of writing.</p> <p>To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'</p> <p>To create sentences with fronted adverbials for where and when.</p> <p>To create complex sentences with adverb starters e.g. Silently trudging through the snow, Sam made his way up the mountain.</p>	
		Use of Tense and Clause	
		<p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.</p> <p>To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.</p> <p>To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</p>	
		Punctuation	
		<p>To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.</p> <p>To consistently use apostrophes for singular and plural possession.</p>	
		Use of terminology	
		<p>To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.</p>	

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Composition		Vocabulary, Punctuation and Grammar	
Planning, Writing and Editing	Awareness of audience, purpose and structure	Sentence Construction and Tense	
<p>To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.</p> <p>To consistently link ideas across paragraphs.</p> <p>To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.</p>	<p>To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.</p> <p>To describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace.</p> <p>To regularly use dialogue to convey a character and to advance the action.</p> <p>To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</p>	<p>To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</p> <p>To ensure the consistent and correct use of tense throughout all pieces of writing.</p>	
		Use of Tense and Clause	
		<p>To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).</p>	
		<p>To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scribble, who was a famous inventor, had made a new discovery.</p>	
		Punctuation	
		<p>To use commas consistently to clarify meaning or to avoid ambiguity.</p> <p>To use brackets, dashes or commas to indicate parenthesis.</p>	
		Use of terminology	
<p>To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.</p>			

Year 6

Composition		Vocabulary, Punctuation and Grammar
Planning, Writing and Editing	Awareness of audience, purpose and structure	Sentence Construction and Tense
<p>To note down and develop initial ideas, drawing on reading and research where necessary.</p> <p>To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</p> <p>To use a wide range of devices to build cohesion within and across paragraphs.</p> <p>To habitually proofread for spelling and punctuation errors.</p> <p>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.</p>	<p>To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.).</p> <p>To distinguish between the language of speech and writing and to choose the appropriate level of formality.</p> <p>To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).</p>	<p>To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.</p>
		<p>Use of Tense and Clause</p>
		<p>To use the subjunctive form in formal writing.</p> <p>To use the perfect form of verbs to mark relationships of time and cause.</p> <p>To use the passive voice.</p> <p>To use question tags in informal writing.</p>
		<p>Punctuation</p>
		<p>To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi- colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.</p>
		<p>Use of terminology</p>
		<p>To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.</p>

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Progression for Phonics, Spelling and Handwriting

	EYFS	KS1		KS2			
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Spelling Rules	<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>Spell words by identifying the sounds and then writing the sound with the letter/s.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</p>	<p>To know all letters of the alphabet and the sounds which they most commonly represent.</p> <p>To recognise consonant digraphs which have been taught and the sounds which they represent.</p> <p>To recognise vowel digraphs which have been taught and the sounds which they represent.</p> <p>To recognise words with adjacent consonants.</p> <p>To accurately spell most words containing the 40+ previously taught phonemes and GPCs.</p> <p>To spell some words in a phonically plausible way, even if sometimes incorrect.</p>	<p>To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.</p> <p>To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/blew, night/knight).</p>	<p>To spell words with the /eɪ/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey).</p> <p>To spell words with the /i/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym).</p> <p>To spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character).</p> <p>To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que'</p>	<p>To spell words with /shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television).</p> <p>To spell words with a /shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission).</p> <p>To spell words with a /shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g.</p>	<p>To spell words with endings that sound like /shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious).</p> <p>To spell words with endings that sound like /shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious).</p> <p>To spell words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight).</p> <p>To spell words containing the letter string 'ough' (e.g. ought, bought, thought, nought,</p>	<p>To spell words ending in -able and -ably (e.g. adorable/adorably, applicable/applicably, considerable/considerably, tolerable/tolerably).</p> <p>To spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly).</p> <p>To spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize).</p>

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		<p>To apply Y1 spelling rules and guidance*, which includes: the sounds /f/, /l/, /s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz' and 'ck' and exceptions; the /ŋ/ sound spelt 'n' before 'k' (e.g. bank, think); dividing words into syllables (e.g. rabbit, carrot); the /tʃ/ sound is usually spelt as 'tch' and exceptions; -the /v/ sound at the end of words where the letter 'e' usually needs to be added (e.g. have, live); -adding -s and -es to words (plural of nouns and the third person singular of verbs); - adding the endings -ing, -ed and -er to verbs where no change is needed to the root word (e.g. buzzer, jumping); - adding -er and -est to adjectives where no change is needed</p>	<p>To apply further Y2 spelling rules and guidance*, which includes: - -the /dʒ/ sound spelt as 'ge' and 'dge' (e.g. fudge, huge) or spelt as 'g' or 'j' elsewhere in words (e.g. magic, adjust); -the /n/ sound spelt 'kn' and 'gn' (e.g. knock, gnaw); - the /r/ sound spelt 'wr' (e.g. write, written); - the /l/ or /əl/ sound spelt -le (e.g. little, middle) or spelt -el (e.g. camel, tunnel) or spelt -al (e.g. metal, hospital) or spelt -il (e.g. fossil, nostril); - the /aɪ/ sound spelt -y (e.g. cry, fly, July);</p>	<p>(e.g. league, tongue, antique, unique). To spell words with a / sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure). To spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country). To spell words ending with the /zher/ sound spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure). To spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure).</p>	<p>invention, injection, action, hesitation, completion). To spell words with a / shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs', e.g. musician, electrician, magician, politician, mathematician). To spell words with the /s/ sound spelt with 'sc' (e.g. sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent).</p>	<p>brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough).</p>	<p>To spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. official, special, artificial). To spell words with endings which sound like /shuhl/ after a vowel letter using 'tial' (e.g. partial, confidential, essential).</p>
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		<p>to the root word (e.g. fresher, grandest);</p> <p>- spelling words with the vowel digraphs and trigraphs:</p> <p>- 'ai' and 'oi' (e.g. rain, wait, train, point, soil);</p> <p>- 'oy' and 'ay' (e.g. day, toy, enjoy, annoy);</p> <p>-a-e, e-e, i-e, o-e and u-e (e.g. made, theme, ride, woke, tune);</p> <p>- 'ar' (e.g. car, park);</p> <p>- 'ee' (e.g. green, week);</p> <p>- 'ea' (e.g. sea, dream);</p> <p>- 'ea' (e.g. meant, bread);</p> <p>- 'er' stressed sound (e.g. her, person);</p> <p>- 'er' unstressed schwa sound (e.g. better, under);</p> <p>- 'ir' (e.g. girl, first, third);</p> <p>- 'ur' (e.g. turn, church);</p> <p>- 'oo' (e.g. food, soon);</p> <p>- 'oo' (e.g. book, good);</p>	<p>- adding -es to nouns and verbs ending in -y where the 'y' is changed to 'i' before the -es (e.g. flies, tries, carries);</p> <p>- adding -ed, -ing, -er and -est to a root word ending in -y (e.g. skiing, replied) and exceptions to the rules;</p> <p>- adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before (including exceptions);</p> <p>- adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter (including exceptions);</p>				
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		<p>-‘oa’ (e.g. road, coach);</p> <p>-‘oe’ (e.g. toe, goes);</p> <p>‘ou’ (e.g. loud, sound)</p> <p>-‘ow’ (e.g. brown, down);</p> <p>-‘ow’ (e.g. own, show);</p> <p>-‘ue’ (e.g. true, rescue, Tuesday);</p> <p>‘ew’ (e.g. new, threw);</p> <p>- ie’ (e.g. lie, dried);</p> <p>- ‘ie’ (e.g. chief, field);</p> <p>- ‘igh’ (e.g. bright, right);</p> <p>- ‘or’ (e.g. short, morning);</p> <p>- ‘ore’ (e.g. before, shore);</p> <p>- ‘aw’ (e.g. yawn, crawl);</p> <p>-‘au’ (e.g. author, haunt);</p> <p>-‘air’ (e.g. hair, chair);</p> <p>-‘ear’ (e.g. beard, near, year);</p> <p>-‘ear’ (e.g. bear, pear, wear);</p> <p>-‘are’ (e.g. bare, dare, scared);</p>	<ul style="list-style-type: none"> • the /ɔ:/ sound (or) spelt ‘a’ before ‘l’ and ‘ll’ (e.g. ball, always); • the /ʌ/ sound spelt ‘o’ (e.g. other, mother, brother); <p>-the /i:/ sound spelt</p> <p>-ey: the plural forms of these words are made by the addition of</p> <p>-s (e.g. donkeys, monkeys);</p> <p>-the /ɒ/ sound spelt ‘a’ after ‘w’ and ‘qu’ (e.g. want, quantity, squash)</p> <p>-the /ɜ:/ sound spelt ‘or’ after ‘w’ (e.g. word, work, worm);</p> <p>- the /ɔ:/ sound spelt ‘ar’ after ‘w’ (e.g. warm, towards);</p> <p>the /z/ sound spelt ‘s’ (e.g. television, usual).</p>				
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		<p>- spelling words ending with -y (e.g. funny, party, family);</p> <p>- spelling new consonants 'ph' and 'wh' (e.g. dolphin, alphabet, wheel, while);</p> <p>using 'k' for the /k/ sound (e.g. sketch, kit, skin).</p>					
Common Exception Words	To write some irregular common words.	To spell all Y1 common exception words correctly.* To spell days of the week correctly	To spell most Y1 and Y2 common exception words correctly.	To spell many of the Y3 and Y4 statutory spelling words correctly.	To spell all of the Y3 and Y4 statutory spelling words correctly.	To spell many of the Y5 and Y6 statutory spelling words correctly.	To spell all of the Y5 and Y6 statutory spelling words correctly.
Prefixes and Suffixes		<p>To use -s and -es to form regular plurals correctly.</p> <p>To use the prefix 'un-' accurately.</p> <p>To successfully add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest).</p>	To add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly.	<p>To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse).</p> <p>To spell most words with the suffix -ly with no change to the root word; root words that end in 'le', 'al' or 'ic' and the exceptions to the rules.</p> <p>To spell words with added suffixes beginning with a</p>	<p>To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense).</p> <p>To form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration).</p>	<p>To convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate communicate).</p> <p>To convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise).</p> <p>To convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify).</p> <p>To convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten).</p>	<p>To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance).</p> <p>To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency (e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent).</p> <p>To spell words by adding suffixes beginning with vowel</p>

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				<p>vowel (-er/-ed/-ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering).</p> <p>To spell words with added suffixes beginning with a vowel (-er/-ed/-en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning).</p>	<p>To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in ‘y’, ‘our’ or ‘e’ and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous).</p>		<p>letters to words ending in -fer (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference).</p>
Further Spelling Conventions		<p>To spell simple compound words (e.g. dustbin, football).</p> <p>To read words that they have spelt.</p> <p>To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes</p>	<p>To spell more words with contracted forms, e.g. can’t, didn’t, hasn’t, couldn’t, it’s, I’ll.</p> <p>To learn the possessive singular apostrophe (e.g. the girl’s book). To write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>	<p>To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/ male.</p> <p>To use the first two or three letters of a word to check its spelling in a dictionary.</p>	<p>To spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls’, boys’, babies’, children’s, men’s, mice’s).</p> <p>To use their spelling knowledge to use a dictionary more efficiently</p>	<p>To spell complex homophones and near- homophones, including who’s/whose and stationary/stationery.</p> <p>To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p>	<p>To spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy (e.g. practice/ practise, licence/license, advice/advise).</p> <p>To spell words that contain hyphens (e.g. co-ordinate, re-enter, co- operate, co-own).</p> <p>To use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</p>

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			<p>To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single-syllable and multi-syllabic words.</p> <p>To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).</p>				<p>To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.</p>
<p>Letter formation, Placement and Positioning</p>	<p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Shows a preference for a dominant hand.</p> <p>Write some letters accurately.</p> <p>Develop their small motor skills so that they can use a range of</p>	<p>To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</p> <p>To sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>To form digits 0-9.</p> <p>To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>To form lower case letters of the correct size, relative to one another.</p> <p>To use spacing between words that reflects the size of the letters.</p>	<p>To use a neat, joined handwriting style with increasing accuracy and speed.</p>	<p>To increase the legibility, consistency and quality of their handwriting [e.g 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>	<p>To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say.</p> <p>To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version</p>	<p>To write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> -choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters; - choosing the writing implement that is best suited for a task

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	<p>tools competently, safely and confidently.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Form lower case and capital letters correctly. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Write recognisable letters, most of which are correctly formed.</p>						
<p>Joining Letters</p>			<p>To begin to use the diagonal and horizontal strokes needed to join letters.</p>	<p>To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.</p>	<p>To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.</p>	<p>To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.</p>	<p>To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).</p>

WIDER EXPERIENCES – Cultural Capital & multiculturalism

Cultural capital is the accumulation of knowledge, behaviours, and skills that a child can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a pupil will draw upon to be successful in society, their career and the world of work. Cultural capital gives power. It helps children achieve goals, become successful, and rise up the social ladder without necessarily having wealth or financial capital. Cultural capital is having assets that give children the desire to aspire and achieve social mobility whatever their starting point. It is our aim at Nateby Primary to provide children with a high quality English education which will enable children to reach their full potential.

COVID 19 RESPONSE

Children who were home schooled received the same content of learning in English as those who were taught in school. However, we appreciate that this may have looked differently from one child to another and from pupils taught in school. As a result, and part of our 'good practice' whenever a new topic/programme of study is being taught in Maths, pupils complete an initial assessment. This then quickly informs future planning and helps to group children accordingly.

Impact

Through careful planning, often involving several ability groups and sometimes individual lesson planning, pupils at Nateby Primary receive a high-quality English education which provides a foundation for understanding the world, an appreciation of the beauty and power of the English language, and a sense of enjoyment and curiosity about the subject.

Pupils are assessed throughout each lesson and any misconceptions are quickly dealt with, either on the spot, or later in the day. Next step marking is used to tackle any mistakes and misunderstandings, but also as a way of checking understanding by asking further questions, and developing writing projects through editing next steps.

Teachers use formative assessment to plan the next steps in pupils learning on a day-to-day basis. Summative assessment is used at the end of a particular writing unit or and at the end of a term. Pupils take part in formal assessments at the end of KS1 and KS2. In Reception, Baseline assessments are made on entry and summative assessments made at the end of the Reception year.

Phonics is assessed on an on-going basis- groups are fluid according to need and progress. Staff follow the 'Traffic Light' document each term which summarises progress. Pupils complete the year 1 phonics test.

Teachers use assessments to inform tracking of pupil's attainment at the end of each term. Attainment is reported to parents at parents evening and in the end of school year report.