



ENGLISH

Why is the study of English important?

English is an essential way of communicating, both in written and spoken form. It is a language used internationally and it is therefore important to master English and use it to a good standard. The study of English in school opens doors for pupils to grow intellectually, culturally, emotionally, socially and spiritually, enabling them to make sense of the world they live in. In this age of digital communication, it is imperative that pupils experience standard spoken and written English, learning to develop the ability and confidence to speak and write competently. Using the knowledge they have acquired, pupils can choose and adapt what they say and write in different situations in order to participate fully as a member of society. The ability to use language allows pupils to engage with the world beyond the classroom walls, and ultimately access the future they desire.

The study of English promotes reading as a way of acquiring knowledge and as a way of exploring the world in different ways which enriches pupils' understanding. A major focus of our English curriculum is to encourage the habit and enjoyment of reading – whether this is to explore new fictional worlds and characters, to engage with unfamiliar experiences through literature, to learn about our literary heritage, or to gain information from a variety of sources. Pupils will be immersed in a wide range of fiction, non-fiction and poetry throughout their primary journey. Reading is a necessity for pupils as it lays the foundations for many of the skills needed to be a competent writer.

What are the aims of our English curriculum?

Our English curriculum provides many opportunities for writing, including poetry, fiction and non-fiction. Pupils are actively encouraged to challenge themselves in writing lessons to develop their knowledge, skills and understanding of different text types and genres. Across the study of English, pupils will be exposed to excellent examples of a wide variety of texts, and will be given many opportunities to explore the role of the author. Across all writing activities, pupils will be encouraged to enhance and extend their vocabulary, grammatical accuracy, and will develop their ability to construct and manipulate sentences for effect. The development of spelling, punctuation and grammar is also a key part of our English curriculum. From letter formation at the beginning of their academic journey, to crafting sophisticated narratives in Year 6, teachers and pupils have nothing but the highest standards in English.

As a core curriculum subject, English is a priority in our schools and is given the appropriate curriculum time to allow the development of high standards of reading and writing across all year groups. This encourages pupils to become resilient readers and confident communicators. The English curriculum in our schools is delivered rigorously, presenting appropriate challenge and consolidation to allow students of all abilities to succeed (including focused intervention). The knowledge, skills and understanding pupils develop through the curriculum in our primary schools provide a solid foundation for success in KS2, and in their future studies.

What skills will the study of English teach pupils?

In the Outwood Primary Academies, English will develop skills in written and oral communication and will develop a range of reading skills, including:

- To develop and apply phonic knowledge to decode increasingly sophisticated vocabulary
- To use strategies to help them read with understanding, including how to locate and use information
- To develop the habit of reading widely and often, both for pleasure and information
- To speak confidently and accurately in a range of contexts
- To listen to others, and to respond and build on their ideas and views
- To participate confidently in discussions, presentations, performances and collaborative group work
- To write clearly and coherently for a range of audiences and purposes, using grammar, vocabulary, spelling and punctuation accurately
- To use and manipulate language as a means to describe, narrate, persuade, clarify, explain, inform, express emotion
- To develop the skills of planning, drafting and editing in writing
- To develop a wider vocabulary
- To develop cultural awareness and a knowledge of our rich and varied literary heritage
- To develop interpretive skills and critical thinking

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 spoken and written language, 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.

How are pupils assessed in English?

English assessment is informed by day-to-day teaching, formative and summative assessments. Reading is assessed formally every term, and writing is assessed at least twice a half-term through independent writing tasks (which are moderated across our academies). Schools also use the Accelerated Reader programme to inform half-termly assessment, which is communicated to parents and guardians in their children's Praising Stars report. Statutory assessments include the Key Stage 1 phonics screening, Key Stage 1 SATs and Key Stage 2 SATs.

How does the study of English support the study of other subjects?

Reading is prioritised to allow access to the full curriculum offer. As a core curriculum subject, English supports the study of all other curriculum subjects. Reading is the key to being able to access new knowledge, skills and understanding. Through the study of fiction and non-fiction, including instructions, pupils can unlock new talents and develop holistically. Writing and communication skills also allow pupils to share their knowledge, skills and understanding of the various areas of the curriculum they have studied.

Being able to read and understand instructions also has a dramatic impact on pupils' future academic success, and therefore a sound understanding of English is paramount. English closely links to skills explored in PSHCE and RE, as pupils are often asked to infer or empathise with characters and historical figures. A good knowledge of formal register allows pupils to write reports about scientific investigations and historical/geographical content. Being able to communicate new knowledge in a range of forms – both written and orally – can showcase new and embedded knowledge from across the curriculum.

How can English support pupils in the future?

- Authors
- Teachers
- Journalists/reporters/bloggers
- Actors/performers
- Script writers
- Lawyers
- Government MPs (politicians)
- Publishers/editors
- Advertising/marketing careers
- Events managers

“One child, one teacher, one book, one pen can change the world.”

Malala Yousafzai

“The more you read, the better you're going to become as a storyteller.”

Stan Lee, Marvel Comics

ENGLISH: WRITING

Progression of Skills

Year	Skills Taught by Year Group (Expected Standard)	Presentation Expectations
EYFS	Appropriate letters, including some lower-case and capital letters Phonic knowledge used to write words Some irregular words Finger spaces CVC words Phonetically regular spellings Simple sentences	Pre-cursive handwriting Letter-like shapes Some correct lower-case letter formation Forming some capital letters
Year 1	(Including the above where appropriate.) Capital letters (including proper nouns) Full stops Simple sentences Phonetically plausible spellings Some descriptive language Simple structures in writing Use of conjunction 'and' Some use of question & exclamation marks	Sit correctly at a table to write Correct pencil grip Cursive Forming capital and lower-case letters Using pencil to write
Year 2	(Including the above where appropriate.) Magic 5 Question marks and exclamation marks Co-ordinating and subordinating conjunctions Common exception words Adding suffixes to spell some words correctly Contracted form Using present and past tenses consistently Some paragraphing Statements, exclamations, commands, questions	(Including the above where appropriate.) Diagonal and horizontal strokes to join Self-assessment in purple pen
Year 3	(Including the above where appropriate.) Paragraphing Adverbs Prepositional phrases Verb forms Expanded noun phrases Subordinate clauses Inverted commas for direct speech Full range of KS1 punctuation (including apostrophes for possession) Most Y3/4 spellings	Joined, legible handwriting Use of pen or pencil Self-assessment in purple pen
Year 4	(Including the above where appropriate.) Cohesive devices Commas for clarity Range of clause structures Apostrophe for contractions Fronted adverbials Dialogue to convey character or advance the action Parenthesis Appropriate formality	As above
Year 5 & Year 6	(Including the above where appropriate.) Simple structural devices Speech punctuation Commas for clarity Apostrophes for omissions/contractions Modal verbs A range of KS2 punctuation, including: ellipsis, semi-colons, colons, hyphens, dashes Grammatical formality Wide range of clause structures (including relative clauses) Subjunctive form Active/passive voice Most Y5/6 spellings	As above, plus peer assessment in green pen. The majority of pupils should be working in pen by the end of Year 5.

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Writing: Curriculum Map – Text & Genre Coverage

ENGLISH: WRITING						
Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn Term	Fiction Setting description Sequencing a simple story Non-fiction Recount Instructions Labels and captions Poetry Poems about nature	Fiction Story unit (x2) Character description Non-fiction Instructional text Diary entry Poetry Poems about nature	Fiction Story unit (x2) Character description Non-fiction Diary entry Instructional text Poetry Senses poem	Fiction Story unit (x2) Non-fiction Newspaper report Argument Information text Poetry Haiku or Cinquain	Fiction Story unit (x2) Non-fiction Instructional text Diary entry Non-chronological report Poetry Performance poetry	Fiction Description Story unit Non-fiction Diary entry Newspaper report
Spring Term	Fiction Story unit Non-fiction Information text Recount Postcard/letter Poetry Poems on a theme	Fiction Story unit (x2) Setting description Non-fiction Non-chronological report Information text Letter	Fiction Story unit (x2) Non-fiction Information text Newspaper report Letter Poetry Performance poetry	Fiction Story unit (x2) Play script Non-fiction Crime report Diary entry Poetry Repetitive poem	Fiction Story unit (x2) Play script Non-fiction Persuasive advert Newspaper report Poetry Classic narrative poems	Fiction Story unit Non-fiction Instructional text Balanced argument
Summer Term	Fiction Story unit Setting descriptions Character description Non-fiction Instructions Poetry What am I?	Fiction Story unit Fantasy story Setting description Non-fiction Letter Newspaper report Poetry Humorous poems	Fiction Story unit (x2) Non-fiction Biography/autobiography Non-chronological report Recount Poetry Humorous poems	Fiction Story unit (x2) Non-fiction Newspaper report Non-chronological report Persuasive writing Poetry Performance poetry	Fiction Story unit (x2) Non-fiction Persuasive letter Biography/autobiography Argument Poetry Poems on a theme	Consolidation of SPaG and core writing and reading skills

Reading in KS1 will focus on phonics and the core content domains (vocabulary and word meaning; fact retrieval; sequencing; inference; prediction) through the study of a range of fiction, non-fiction and poetry texts.

Reading in KS2 will focus on the core content domains (word meaning, fact retrieval, summary, inference, language, structure, prediction, comparing) through the study of a range of fiction, non-fiction and poetry texts.