

# Jessie Younghusband School

## English Intent



Literacy is central to what we do at Jessie Younghusband School. Ensuring our pupils can read, write and speak to a high standard is key to helping them grow and develop, both in education and beyond. Our curriculum aims to equip our pupils with the skills needed to communicate effectively in the modern world.

We want our pupils to be dynamic speakers, who can motivate, inspire and lead. We want our pupils to be understanding listeners, who can empathise with others and take on different viewpoints. We want our pupils to be critical thinkers, able to disagree politely and put forward their own compelling argument. We want our pupils to be effective readers, able to absorb information and take on new understanding. We want our pupils to be skilled writers, tailoring their work to perfectly connect with different audiences.

All of this stems from an early love of reading. Research shows that reading for pleasure at a young age is a stronger indicator to a child's later success than their family's economic background. With that in mind, we put high quality books at the heart of what we do, making sure every child here regularly experiences the wonder of sharing an enchanting story with an enthusiastic adult. Pupils initially learn how to decode words using the Jolly Phonics phonics programme, developing their ability so that they can read with fluency and confidence. Once they've established these key building blocks of early reading, our teaching and learning focus shifts to comprehension and understanding of texts. We introduce these skills explicitly in class, and teach children how to retrieve key information, read between the lines, analyse the layout and to make links between texts from different genres or authors.

At JYS, we know that producing great writing stems from reading great writing. Each of our writing units is centred around a high quality text, which we immerse our classes in before analysing the skills and techniques the authors have so effectively employed. By looking at the text in detail, discussing the choices the author has made and their impact on us as readers, pupils better understand how they can produce quality writing themselves. As pupils become more proficient writers, we reflect on how the purpose, audience and form of any given text have influenced its construction, and consider how we can adapt our own writing for different needs.

Alongside our reading and writing learning, we make sure pupils are supported to develop neat, legible, efficient handwriting, and to accurately spell words. Their speaking and listening skills are nurtured through a wide range of experiences, from guided group discussions or role-playing in character at a young age, to performances in front of an audience or lively debates where they need to justify their beliefs or challenge someone else's opinion.

We aspire to make sure that every child leaves our school at the end of Year 6 able to read, write and communicate to a high standard, so that they are well equipped for the next stage of their academic journey. Above all though, we want to ensure every child leaves with a lifelong love of books as well.

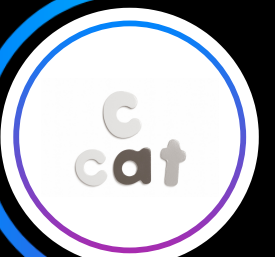


# English – Word Reading

## YEAR R (PRIOR LEARNING)

Vocab: Vowel, Consonant, Blend, Segment, Digraph, Phoneme

- To say a sound for each letter in the alphabet and at least 10 digraphs.
- To read words consistent with their phonic knowledge by sound-blending.
- To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.



## YEAR 1

Vocab: Vowel, Consonant, Blend, Segment, Digraph, Phoneme, Trigraph, Grapheme, Split digraph

- To apply phonic knowledge and skills to decode words.
- To respond with the correct sound to graphemes for all 40+ phonemes.
- To read accurately by blending sounds in unfamiliar words.
- To read common exception words.
- To read words with contractions.
- To read age-appropriate books out loud, as well as re-reading these books to build up their fluency.

## YEAR 2

Vocab: Vowel, Consonant, Blend, Segment, Digraph, Phoneme, Trigraph, Grapheme, Split digraph

- To apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.
- To read words containing common suffixes.
- To read most words quickly and accurately, without overt sounding and blending.
- To read further common exception words.
- To read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- To read age-appropriate books out loud, as well as re-reading these books to build up their fluency.

## YEAR 3

Vocab: Vowel, Consonant, Blend, Segment, Digraph, Phoneme, Trigraph, Grapheme, Split digraph

- To apply a growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.
- To read further exception words.
- To continue to apply word reading learning in a range of texts.





# English – Reading

## YEAR R (PRIOR LEARNING)

Vocab: Story, book, event, character, rhyme, non-fiction, title, author

- To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- To anticipate – where appropriate – key events in stories.
- To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

## YEAR 1

Vocab: event, character, setting, rhyme, non-fiction, sequence, events, title, author

- To link what is read or heard to their own experiences.
- To recognise and join in with predictable phrases.
- To learn to appreciate rhymes and poems, and to recite some by heart.
- To discuss word meanings and link new meanings to those already known.
- To draw on prior experience or background knowledge.
- To discuss the significance of the title and events.
- To predict what might happen on the basis of what has been read so far.
- To participate in discussions about what is read.

## YEAR 2

Vocab: Sequence, structure, plot, infer, predict

- To discuss the sequence of events in books and how items of information are related.
- To observe different non-fiction books and the different structures these use.
- To recognise simple recurring literary language in stories and poetry.
- To discuss & clarify the meanings of words, linking new meanings to known vocabulary.
- To discuss effective words and phrases.
- To make simple inferences on the basis of what is being said and done.
- To predict what might happen on the basis of what has been read so far.
- To participate in discussions about what is read.

## YEARS 3 AND 4

Vocab: Structure, theme, plot, phrase, infer, predict, identify, summarise

- To read, listen to & discuss a wide range of fiction, poetry, plays, non-fiction / reference books.
- To read books that are structured in different ways.
- To use dictionaries to check the meaning of words that they have read.
- To identify themes and conventions in a wide range of books.
- To prepare poems and play scripts to read aloud and to perform.
- To identify & discuss words & phrases that capture the reader's interest & imagination.
- To make inferences on characters' feelings, thoughts and motives.
- To predict what might happen from details stated and implied.
- To identify and summarise main ideas drawn from more than one paragraph.
- To identify how language, structure, and presentation contribute to meaning.
- To retrieve and record information from non-fiction texts.

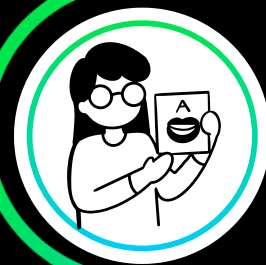
## YEARS 5 AND 6

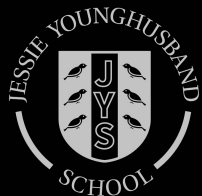
Vocab: infer, predict, identify, summarise, identify, evaluate, retrieve

- To recommend books to peers, giving reasons for their choices.
- To identify & discuss themes & conventions in & across a wide range of writing.
- To make comparisons within and across books, genres and authors.
- To ask questions to improve understanding.
- To make inferences on characters' feelings, thoughts & motives: justify with evidence.
- To predict what might happen from details stated and implied.
- To summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- To identify how language, structure and presentation contribute to meaning.
- To discuss & evaluate how authors use language, considering impact on the reader.
- To give reasoned justifications for their views.

## KEY STAGE 3

- To develop an appreciation and love of reading, and read increasingly challenging material independently through a close study of a wide range of high quality works.
- To understand increasingly challenging texts, drawing on knowledge of purpose, audience and form to deepen understanding.
- To read critically, recognising how & why authors have made the choices they have.





# English – Writing: Vocabulary, Grammar & Punctuation

## YEAR R (PRIOR LEARNING)

Vocab: alphabet, letter

- To write recognisable letters, most of which are correctly formed.
- To spell words by identifying sounds in them & representing the sounds with a letter or letters.
- To write simple phrases and sentences that can be read by others.

## YEAR 1

Vocab: capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark

- To make appropriate, simple word choices that link to purpose and audience.
- To use basic sentence punctuation including capital letters, full stops, question marks and exclamation marks.

## YEAR 2

Vocab: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, apostrophe, comma

- To use commas for lists and apostrophes for omission and possession (singular).
- To use sentences with different forms for different purposes, including statements, questions, exclamations and commands.
- To use the present and past tenses correctly and consistently.
- To use expanded noun phrases to describe and specify.

## YEAR 3

Vocab: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, vowel, inverted commas

- To understand the difference between standard and non-standard English.
- To understand and use some figurative language.
- To express time, place and cause using conjunctions, adverbs or prepositions.
- To use commas after fronted adverbials.
- To use accurate punctuation of direct speech, using inverted commas.

## YEAR 4

Vocab: determiner, pronoun, possessive pronoun, adverbial

- To accurately use pronouns in sentences.
- To use the present perfect form of verbs.
- To use expanded noun phrases, adding modifying adjectives, nouns and preposition phrases.
- To use more varied sentence structure including use of subordination as well as conjunctions to create sentences with more than one clause.

## YEAR 5

Vocab: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity

- To use relative clauses beginning with a relative pronoun.
- To use dashes, brackets or commas to indicate parenthesis.
- To use commas to clarify meaning or avoid ambiguity.
- To use modal verbs or adverbs to indicate degrees of possibility.
- To distinguish between the language of speech & writing, & choose the appropriate register.

## YEAR 6

Vocab: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.

- To use passive verbs to affect the presentation of information within a sentence.
- To use appropriate vocabulary and structures for formal speech and writing, including subjunctive forms.
- To ensure correct subject and verb agreement when using singular and plural.
- To use the perfect form of verbs to mark relationships of cause and time.
- To use hyphens to avoid ambiguity.
- To use colons, semi-colons or dashes to mark boundaries between independent clauses.
- To use a colon to introduce a list.
- To punctuate with bullet points consistently.

## KEY STAGE 3

Vocab: transitive verb, intransitive verb, Received Pronunciation

- To study the effectiveness and impact of the grammatical features of texts.
- To know and understand the differences between spoken and written language, including differences associated with formal and informal registers.
- To discuss reading, writing & spoken language with precise & confident use of linguistic & literary terminology.





# English – Writing: Composition

## YEAR R (PRIOR LEARNING)

Vocab: alphabet, letter, sentence

- To write recognisable letters, most of which are correctly formed.
- To spell words by identifying sounds in them and representing the sounds with a letter or letters.
- To write simple phrases and sentences that can be read by others.

## YEAR 1

Vocab: sentence, sequence, narrative

- To compose a sentence orally before writing it.
- To sequence sentences to form short narratives.

## YEAR 2

Vocab: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, apostrophe, comma

- To consider what they are going to write before beginning by planning or saying out loud what they are going to write about and writing down ideas and/or key words, including new vocabulary.
- To make simple additions, revisions & corrections to writing by evaluating it with a teacher.
- To re-read their own writing to check that it makes sense and that verbs to indicate time are used correctly and consistently.
- To proof-read to check for errors in spelling, grammar and punctuation.
- To read aloud what they have written with appropriate intonation to make meaning clear.

## YEARS 3 AND 4

Vocab: structure, grammar, sentence, paragraph, vocabulary, punctuation

- To plan their writing by discussing and recording ideas, including studying writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- To draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.
- To organise paragraphs around a theme, both in narrative and non-narrative writing.
- To evaluate and edit their work, assessing the effectiveness of their own and others' writing and suggesting improvements and proposing changes to grammar and vocabulary to improve consistency.
- To independently proof-read to check for errors in spelling, grammar & punctuation.
- To read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

## YEARS 5 AND 6

Vocab: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity

- To identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- To plan their writing by noting and developing initial ideas, drawing on reading and research where necessary.
- To draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- To describe settings, characters and atmosphere in narrative writing, integrating dialogue to convey character and advance the action.
- To be able to précis longer passages.
- To use a wide range of devices to build cohesion within and across paragraphs.
- To use further organisational & presentational devices to structure text & guide the reader.
- To evaluate and edit by assessing the effectiveness of their own and others' writing, proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- To ensure the consistent and correct use of tense throughout a piece of writing, with correct subject and verb agreement.
- To distinguish between language of speech and writing & choosing appropriate register.
- To independently proof-read to check for errors in spelling, grammar and punctuation.
- To perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

## KEY STAGE 3

- To write accurately, fluently, effectively and at length for pleasure and information, considering how their writing reflects the audiences and purposes for which it was intended.





# English – Speaking & Listening

## YEAR R (PRIOR LEARNING)

- To listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- To make comments about what they have heard & ask questions to clarify their understanding;
- To hold conversation when engaged in back-&-forth exchanges with their teacher / peers.
- To participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- To offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- To express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.



## YEAR 1

- To listen to others in a range of situations and respond appropriately.
- To understand instructions with more than one point.
- To know when it is their turn to speak in a small group presentation or play performance.



## YEAR 2

- To fully understand instructions and independently seek clarification if the message is unclear.
- To recognise that sometimes speakers talk differently and discuss reasons why this might happen.
- To recognise that different people will have different responses and that these are as valuable as their own opinions and ideas.



## YEAR 3

- To begin to offer support for their answers to questions with justifiable reasoning
- To participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions
- To engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation.



## YEAR 4

- To regularly offer answers that are supported with justifiable reasoning.
- To use intonation when reading aloud to emphasise punctuation or a difference in character.
- To take part in discussions and to begin to challenge opinions with respect.



## YEAR 5

- To ask questions which deepen conversations and/or further their knowledge.
- To combine vocabulary choices, gestures and body movement to take on and maintain the role of a character
- To engage in longer and sustained discussions and debates about a range of topics.



## YEAR 6

- To articulate and justify answers with confidence in a range of situations
- To gain, maintain and monitor the interest of the listener(s).
- To consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others in discussions and debates.

## KEY STAGE 3

- To give short speeches and presentations, expressing ideas and keeping to the point.
- To participate in formal debates and structured discussions, summarising and/or building on what has been said.
- To improvise, rehearse and perform play scripts and poetry.



# English – Spelling

## YEAR R (PRIOR LEARNING)

- To spell words by identifying sounds in them and representing the sounds with a letter or letters.

## YEAR 1

Vocab: singular, plural

- To spell words containing each of the 40+ phonemes already taught, common exception words and the days of the week.
- To name the letters of the alphabet in order, using letter names to distinguish between alternative spellings of the same sound.
- To add prefixes and suffixes, using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.
- To use the prefix un-.
- To use the suffixes -ing, -ed, -er and -est where no change is needed in the spelling of the root words.

## YEAR 2

Vocab: suffix, apostrophe, noun, adjective, verb, adverb, apostrophe

- To 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.
- To learn common exception words.
- To spell more words with contracted forms.
- To use the possessive apostrophe (singular).
- To distinguish between homophones and near-homophones.
- To accurately spell words with contracted forms.
- To form nouns using suffixes such as -ness and -er and by compounding.
- To form adjectives using suffixes such as -ful, -less.
- To use suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs.

## YEAR 3 & 4

Vocab: word family, prefix, consonant, vowel

- To spell new words correctly (or in a phonetically plausible manner).
- To use further prefixes and suffixes and understanding how to add them.
- To spell further homophones.
- To spell words that are often misspelt.
- To place the possessive apostrophe accurately in words with both regular and irregular plurals.
- To use the first two or three letters in a word to check spelling in a dictionary.

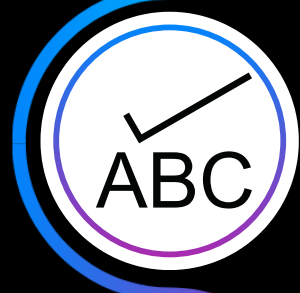
## YEAR 5 & 6

Vocab: morphology, etymology, synonym

- To use further prefixes and suffixes and understand the guidance for adding them.
- To spell some words with 'silent' letters.
- To continue to distinguish between homophones and other words which are often confused.
- To using knowledge of morphology and etymology in spelling and understanding that the spelling of some words needs to be learnt specifically.
- To use dictionaries to check the spelling and meaning of words.
- To use a thesaurus.

## KEY STAGE 3

- To acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.







# English – Handwriting

## YEAR R (PRIOR LEARNING)

- To write recognisable letters, most of which are correctly formed.
- To hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.



## YEAR 1

- To begin to form lower-case letters in the correct direction, starting and finishing in the right place.
- To form capital letters.
- To form digits 0-9.
- To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.



## YEAR 2

- To form lower-case letters of the correct size relative to one another.
- To 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 un-joined.
- To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- To use spacing between words that reflects the size of the letters.



## YEARS 3 & 4

- To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.
- To 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].



## YEARS 5 & 6

- To choose which shape of letter to use when given choices and deciding whether or not to join specific letters.
- To choose the writing implement that is best suited for the task.
- To use an un-joined style – for example – for labelling a diagram/ writing email address
- To vary standard of handwriting for particular tasks e.g. quick notes vs. final draft.



## KEY STAGE 3

- To continue to develop their knowledge of and skills in writing, refining their drafting skills and developing resilience to write at length.

