

ENGLISH at Hey with Zion

July 2022



Hey with Zion has a joint C. of E./ Methodist foundation and British values (democracy, mutual respect and tolerance, individual liberty and rule of law) and Christian values (trust, forgiveness, faith, honesty, love and friendship) permeate the school's ethos. All policies are applied within this value context.

Data protection Statement:

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy. All data will be handled in accordance with the school's Data Protection Policy

English

At Hey with Zion, teachers develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.

Pupils are taught to speak clearly and convey ideas confidently using Standard English. They learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. They are taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This enables them to clarify their thinking as well as organise their ideas for writing.

Teachers develop pupils' reading and writing in all subjects to support their acquisition of knowledge. Pupils are taught to read fluently, understand extended prose (both fiction and non-fiction) and are encouraged to read for pleasure. We promote wider reading. Each classroom has a library area and we set ambitious expectations for reading at home. Pupils are expected to develop the stamina and skills to write at length, with accurate spelling and punctuation. They are taught the correct use of grammar. They build on what they have been taught to expand the range of their writing and the variety of the grammar they use. The writing they do includes narratives, explanations, descriptions, comparisons, summaries and evaluations: such writing supports them in rehearsing, understanding and consolidating what they have heard or read.

Pupils' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. Teachers therefore develop vocabulary actively, building systematically on pupils' current knowledge. They set out to increase pupils' store of words in general; also make links between known and new vocabulary and discuss the shades of meaning in similar words. In this way, pupils expand the vocabulary choices that are available to them when they write. In addition, it is vital for pupils' comprehension that they understand the meanings of words they meet in their reading across all subjects, and older pupils are taught the meaning of instruction verbs that they may meet in examination questions. It is particularly important to induct pupils into the language which defines each subject in its own right, such as accurate mathematical and scientific language.

Purpose of Study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

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.

Spelling, Handwriting and Reading Comprehension are all taught in both discrete and cross curricular lessons and we listen to all our children read on a one to one basis. Specific small group activities supplement the whole class learning context. Below is our overview of study units, which are taught in English lessons from a context of particular genres and applied throughout the curriculum in extended writing, reading comprehension, speaking and listening contexts.

Below are the year by year core texts, and expected yearly grammar outcomes

Year by year texts and expected outcomes

<https://classroom.thenational.academy/subjects-by-key-stage/early-years-foundation-stage/subjects/literacy>

<https://classroom.thenational.academy/subjects-by-key-stage/key-stage-1/subjects/english>

Key Stage One

| Reception/ Year One | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------------------|------------------------|---------------------------------|---|---|---|---|
| Core Text | Beegu by Alexis Deacon | Lost and Found – Oliver Jeffers | Hundred Decker Bus- Mike Smith Thee Jolly Postman by Janet and Ahlberg | Dogger –Shirley Hughes Jack and The Jelly Bean Stalk by Rachel Mortimer and Liz Pichon | That Rabbit Belongs to Emily Brown by Cressida Cowell and Neal Layton | The Naughty Bus by Jan Oak |
| Poetry | Nursery rhymes | Christmas poems | Poet study – Puffin Book of Fantastic First Poems – June Crebbin | | All Aboard the Toy Train – Tony Bradman | Vroom, Vroom – poems about things with wheels – Paul Nicholls (The Song of the Train) |

| Year One/ Two | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------------|------------------------------|------------------------------------|--|---------------------------------|---|----------------------------|
| Core Text | The Bog Baby – Jeanne Willis | Oliver and Patch by Clare Freedman | The Empty Pot by Demi | Dogger by Shirley Hughes | The Rabbit Problem – Emily Gravett Peter Rabbit – Beatrix Potter | Paddington by Michael Bond |
| Poetry | Poems about Wildlife | Poems about pets | Poet study – Puffin Book of Fantastic First Poems – June Crebbin | Out and About by Shirley Hughes | We have a little Garden Poem by Beatrix Potter | Paddington Station poem |

| Year Two | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-----------|-------------------------------|--------------------------------|---|---|---|---|
| Core Text | Wild- Emily Hughes | Man on the Moon- Simon Bartram | Traction Man- Mini Grey | The Owl and The Pussy Cat- Edward Lear | Lila and the Secret of Rain | Little Evie in The Wild Wood- Jackie Morris |
| Poetry | Out and About- Shirley Hughes | Space Poems by Gaby Morgan | Machine Poetry- Nick Sharratt and Jill Bennet | All Aboard the Toy Train – Tony Bradman | Bringing The Rain to Kapiti Plain- Verna Aardeema | Dragonfly out in the Sun |

| Year 1 | | | | |
|---|--|---|--|---|
| Word Structure | Sentence Structure | Text Structure | Punctuation | Terminology |
| <p>Regular plural noun suffixes –s or –es (e.g. <i>dog, dogs; wish, wishes</i>)</p> <p>Suffixes that can be added to verbs (e.g. <i>helping, helped, helper</i>)</p> <p>How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. <i>unkind</i>, or undoing, e.g. <i>untie the boat</i>)</p> | <p>How words can combine to make sentences</p> <p>How <i>and</i> can join words and join sentences</p> | <p>Sequencing sentences to form short narratives</p> | <p>Separation of words with Spaces</p> <p>Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p> | <p>word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark</p> |

- Retell known narrative – concept of a sentence, capital letters and end marks, word choices, correct past tense form
- Recount and event/experience - concept of a sentence, capital letters and end marks, word choices, correct past tense form
- Fact file - concept of a sentence, capital letters and end marks, word choices

| Year 2 | | | | |
|---|---|--|---|---|
| Word Structure | Sentence Structure | Text Structure | Punctuation | Terminology |
| <p>Formation of nouns using suffixes such as <i>-ness, -er</i></p> <p>Formation of adjectives using suffixes such as <i>-ful, -less</i> (A fuller list of suffixes can be found in the spelling annex.)</p> <p>Use of the suffixes <i>-er</i> and <i>-est</i> to form comparisons of adjectives and adverbs</p> | <p>Subordination (using <i>when, if, that, or because</i>) and coordination (using <i>or, and, or but</i>)</p> <p>Expanded noun phrases for description and specification (e.g. <i>the blue butterfly, plain flour, the man in the moon</i>)</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation, command</p> | <p>Correct choice and consistent use of present tense versus past tense throughout texts</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>)</p> | <p>Capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where the letters are missing in spelling and to mark singular possession in nouns (for example, <i>the girl's name</i>)</p> | <p>verb tense (past, present), adjective adverb Noun, noun phrase Suffix Apostrophe Comma Compound Statement, question, exclamation, command</p> |

- Setting and character description from images and text – noun phrases
- Description from images – progressive forms of past and present tenses, adverbs
- Description from images – singular possessive apostrophe
- Questions for hot seating, before visits or visitors, about texts being read.
- Recounts – past tense, exclamatory sentence to make personal comment, subordination and coordination to join information or to give reasons, adverbs of time to sequence events
- Simple narratives – past tense, adverbs of time to sequence events, adverbs to add detail
- Instructions – command sentences, commas in lists
- Basic non-chronological report – present tense, opening question, concluding exclamatory sentence, subordination and coordination to join information or to give reasons, adverbs
- Reading responses – conjunctions to join ideas or to give reasons

Lower Key Stage Two

<https://classroom.thenational.academy/subjects-by-key-stage/key-stage-2/subjects/english> <https://classroom.thenational.academy/subjects-by-key-stage/key-stage-2/subjects/english-grammar>

<https://classroom.thenational.academy/subjects-by-key-stage/key-stage-2/subjects/english-reading-for-pleasure> <https://classroom.thenational.academy/subjects-by-key-stage/key-stage-2/subjects/english-spelling>

| Year Three (cycle A) | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------------|----------------|--|-------------------------------|----------------------------------|--|----------------------|
| Core Text | Aesop's Fables | Stone Age Boy – Satoshi Kitamura | The Firework Maker's Daughter | The Flower – John Light | Greek Myths – Marcia Williams The Orchard Book of Greek Myths | Peter Pan- JM Barrie |
| Poetry | | I was born in the Stone Age- Michael Rosen | Fireworks by James Reeves | What is Pink? Christina Rossetti | The Minotaur- Rachel M Nicholas | |

| Year Three (cycle B) | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------------|-------------------------------|--|----------------------------------|---------------------------------|--|----------------------|
| Core Text | The Firework Maker's Daughter | Stone Age Boy – Satoshi Kitamura | The Flower – John Light | Greek Myths- Marcia Williams | Greek Myths – Marcia Williams The Orchard Book of Greek Myths | Peter Pan- JM Barrie |
| Poetry | Fireworks by James Reeves | I was born in the Stone Age- Michael Rosen | What is Pink? Christina Rossetti | The Minotaur- Rachel M Nicholas | | |

| Year Three/ Four | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------------|---|-------------------------------------|----------------------|--|--|---------------------------------|
| Core Text | Orion In The Dark | The Pied Piper- Michael Morpurgo | The Wolf's Footprint | Alice In Wonderland | The Wind in the Willows – Kenneth Grahame | Greek Myths- Marcia Williams |
| Poetry | The Sound Collector- Roger McGough, focussing on onomatopoeia | | | Shape poetry- looking at concrete/ shape poems and use of language | | Children's favourite poems |

| Year Four cycle A | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-------------------|---|-------------------------|-----------------------------------|---------------------------------------|---------------------|------------------------------|
| Core Text | Escape from Pompeii – Christina Ballit | Iron Man- Ted Hughes | The Incredible Book Eating Boy | The Promise – Nicola Davies | Egyptian Cinderella | Mary Poppins- P.L.Travers |
| Poetry | Bush Fire – Jacky Kay | | | The Dancing Bear – Charles Causley | | |

| Year Four cycle B | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-------------------|---|-----------------------------------|--|---------------------------------|---------------------------------------|--|
| Core Text | Escape from Pompeii – Christina Ballit | The Incredible Book Eating Boy | Egyptian Cinderella – Shirley Climo | Mary Poppins- - P.L. Travers | The Promise – Nicola Davies | Iron Man- Ted Hughes |
| Poetry | Bush Fire – Jacky Kay | | | | The Dancing Bear – Charles Causley | The Coming Of Iron Man by Brenda Williams |

| Year 3 | | | | |
|--|---|--|---|---|
| Word Structure | Sentence Structure | Text Structure | Punctuation | Terminology |
| <p>Formation of nouns using a range of prefixes, such as <i>super-</i>, <i>anti-</i>, <i>auto-</i></p> <p>Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel (e.g. <i>a rock</i>, <i>an open box</i>)</p> <p>Word families based on common words, showing how words are related in form and meaning (for example, <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>)</p> | <p>Expressing time and cause using conjunctions (e.g. <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>because</i>, <i>so</i>), adverbs (e.g. <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>), or prepositions (e.g. <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>)</p> | <p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the present perfect form of verbs instead of the simple past (For example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>)</p> | <p>Introduction to inverted commas to punctuate direct speech</p> | <p>word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks, consonant, consonant letter, vowel letter, clause, subordinate clause</p> |

- Developed narrative - 5 clear sections using conjunctions, adverbs and prepositions to sequence events or to mark changes in setting
 - Setting descriptions - prepositional phrases
 - Narrative – dialogue (role play into speech bubbles into direct speech), past perfect tense
 - Recount – planned in sections using conjunctions, adverbs and prepositions to sequence events
 - Non-chronological report – planned in sections, headings, sub-headings, conjunctions to join information or give reasons, present perfect tense
 - Reading responses – conjunctions, adverbs, prepositions to give reasons
-

| Year 4 | | | | |
|--|---|--|--|---|
| Word Structure | Sentence Structure | Text Structure | Punctuation | Terminology |
| <p>The grammatical difference between plural and possessive -s</p> <p>Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)</p> | <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the strict maths teacher with curly hair)</p> <p>Fronted adverbials (For example, Later that day, I heard the bad news)</p> | <p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p> | <p>Use of inverted commas and other punctuation to indicate direct speech (For example a comma after the reporting clause; end punctuation with inverted commas: The conductor shouted, "Sit down!")</p> <p>Apostrophes to mark plural possession (e.g. the girl's name, the boys' boots)</p> <p>Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news.)</p> | <p>pronoun, possessive pronoun, adverbial, determiner</p> |

- Developed narrative - sequence organised into paragraphs using fronted adverbials to indicate changes in time or place
- Narrative – using fronted adverbials as single, words, phrases and clauses
- Settings – expanded noun phrases
- Description from images – possessive apostrophe
- Narrative – dialogue to show character
- Characters - developed through dialogue and action
- Explanation - sequential and causal language organised in paragraphs, fronted adverbials
- Persuasive advert or leaflet - expanded noun phrases,
- Recount and non-chronological report - organised in paragraphs
- All writing – appropriate use of pronouns and nouns

Upper Key Stage Two

<https://classroom.thenational.academy/subjects-by-key-stage/key-stage-2/subjects/english> <https://classroom.thenational.academy/subjects-by-key-stage/key-stage-2/subjects/english-grammar>

<https://classroom.thenational.academy/subjects-by-key-stage/key-stage-2/subjects/english-reading-for-pleasure> <https://classroom.thenational.academy/subjects-by-key-stage/key-stage-2/subjects/english-spelling>

| Year Five | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------------|--|---|--|---------------------------|---|---------------------------------------|
| Core Text | Leon and the Place Between – Grahame Baker-Smith | Journey to Jo'burg – Beverley Naidoo | The Lady of Shalott – Alfred Lord Tennyson | Beowulf _Michael Morpurgo | The Man who Walked Between the Towers – Mordecai Gerstein | The Nowhere Emporium – Ross Mackenzie |
| Poetry | The Magic Box – Kit Wright | S is for South Africa – Beverley Naidoo | | kennings | If – Rudyard Kipling | Poet study – Brian Patten |

| Year 5 | | | | |
|---|---|--|---|--|
| Word Structure | Sentence Structure | Text Structure | Punctuation | Terminology |
| Converting nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify) Verb prefixes (e.g. dis-, de-, mis-, over- and re-) | Relative clauses beginning with <i>who, which, where, why, or whose</i> or an omitted relative pronoun. Indicating degrees of possibility using modal verbs (e.g. <i>might, should, will, must</i>) or adverbs (e.g. <i>perhaps, surely</i>) | Devices to build cohesion within a paragraph (e.g. <i>then, after that, this, firstly</i>) Linking ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>) or tense choices (For example, <i>He had seen her before.</i>) | Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity | relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, cohesion, ambiguity |

- Developed narrative - clear sequence organised into paragraphs with topic sentences and links within and between paragraphs with adverbials, past perfect tense to link events
- Narrative - action, dialogue and description used to move events forward
- Discursive text – modal verbs and adverbs to position the argument, structured paragraphs linked with adverbials, relative clauses with commas, dashes
- Developed recount – biography/autobiography – relative clauses with commas or brackets to add information, structured paragraphs linked with adverbials
- Narrative - add detail with relative clauses with commas or dashes

Year Six:

| | Autumn Novel Study | Spring 1 - 3 week unit | Spring 1 Week 4 onwards and spring 2 | Summer 1 | Summer 2 |
|-----------|---|--|--|-----------------------------------|---------------------------|
| Core Text | Once – Morris Gleitzman and Christmas Carol- Charles Dickens | Trash – Andy Mulligan | Macbeth - Shakespeare | Wonder – J.P.Palacio | Wonder – J.P Palacio |
| Poetry | War poetry | The Barefoot Book of Earth Poems – Grace Nicholls | Macbeth – Shakespearean blank verse | Body Talk – Benjamin Zephaniah | The Door – Miroslav Holub |

| Year 6 | | | | |
|--|--|---|--|--|
| Word Structure | Sentence Structure | Text Structure | Punctuation | Terminology |
| <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>said</i> versus <i>reported</i>, <i>alleged</i>, or <i>claimed</i> in formal speech or writing)</p> <p>How words are related by meaning such as synonyms and antonyms (For example, big, little, large)</p> | <p>Use of the passive voice to affect the presentation of information in a sentence (e.g. <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>)</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. <i>He's your friend, isn't he?</i>, or the use of the subjunctive in some very formal writing and speech)</p> | <p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as, <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>), and ellipsis.</p> <p>Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</p> | <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses (For example: <i>It's raining; I'm fed up</i>)</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity (e.g. <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>)</p> | <p>active and passive, subject and object, hyphen, antonym, synonym, colon, semi-colon, bullet points, ellipsis</p> |

- Developed texts with clear voice and sustained register and well-rounded ending
- Texts with ideas and themes linked within and across paragraphs
- Narrative - atmosphere and mood created through effective word choice, sentence structure and literary devices, **shifts in formality**
- Scientific writing, report writing – passive voice, formality
- Journalistic writing – passive voice, **shifts from formal to informal**
- Discussion writing – adverbials for cohesion, modal verbs and adverbs to position the argument
- Explanation – adverbials for cohesion, cause and effect language
- Information texts – layout devices, bullet points, semi-colon for items in a list, colon to introduce a list
- Kenning - hyphens
- **All texts – use of semi-colon and colon to control sentence structure**

