



English Curriculum and Progression of Skills

The National Curriculum for English states that its overarching aim 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.

At BHJS our bespoke, innovative and creative English curriculum inspires pupils and generates high standards. We aim to provide a high quality education to equip children with the skills to express themselves fluently and confidently through spoken and written language. We recognise that the child's ability to speak, read and write fluently and confidently is essential to participate fully as a member of society.

The Reading Curriculum

The National Curriculum states that pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:

- reading, listening to and discussing a wide range of poems, stories and non-fiction
- being encouraged to link what they read or hear read to their own experiences
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known

Pupils are taught to understand both the books they can already read accurately and fluently and those they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far
- participate in discussion about what has been read, explaining clearly their understanding of the text taking turns and listening to what others say

At BHJS we recognise that children who cannot read confidently will struggle to access the curriculum in every subject throughout their school life and beyond. Children in this school are immersed into a culture where reading is the cornerstone that underpins every lesson, in every classroom, every day. All the adults in this school work together to ensure that all children have the opportunity, support and encouragement to learn to read fluently and to develop a love of reading in all its forms. Our reading curriculum is embedded within every lesson with all children having the opportunity to read out loud from books, articles and the whiteboard either individually, in small groups or in front of the whole class. Parents are informed of the expectations and their role in this through meetings, letters and individual conversations.

The Library:

Our library is literally placed at the heart of our school and plays a central role in ensuring that both children and their teachers have continual access to quality literature that will support their learning and develop their interests. The library has a huge range of fiction and non-fiction books which are being continually updated by our librarian. There is also a section of graded reading books, which are in line with the nationally recognised bands, and which match to our linked Infant School. The general library also has a section of more challenging reads for years 5 and 6. Different genres of books and different authors are promoted through a series of library activities and challenges. Each class has a dedicated library time every week children are encouraged to recommend books to one another.

Guided Reading:

Every class holds a weekly Guided Reading session. These are key to delivering our reading curriculum and all sessions are carefully planned to develop the reading fluency and comprehension skills of all children. Books for the Guided Reading sessions are carefully chosen to compliment the genre being studied in the English sessions and to develop a love of reading whole stories. Over time texts chosen become more complicated and challenging both within year groups and in progression through the school.

Book Corners:

Every classroom has a dedicated book corner containing books linked to the various subjects of study, quick reads, poetry, recommended reads, dictionaries, thesaurus and books related to the reading challenge. The stock of books is regularly replaced and children in the classroom are encouraged to help with this.

Books are placed at eye level and in labelled boxes, face outwards so that pupils can see easily what is available.

Class Novels:

All teachers read to their class regularly and want to encourage children to read for pleasure. The class novel is carefully chosen for its content and may be linked to the writing genre being studied at the time. When reading out loud to the class, the teachers model how to read with pace, rhythm and fluency.

Whole School Challenges:

Every term the children are set different whole school reading challenges to encourage a depth and breadth of reading.

Reading:	Year 3	Year 4	Year 5	Year 6
	<p>The National Curriculum states that by the beginning of year 3, pupils should be able to read books written at an age-appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their</p>		<p>The National Curriculum states that by the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly. They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.</p>	

	views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4.			
	In BHJS children are encouraged to read a wide variety of books by a wide variety of authors. A list of recommended books and authors has been drawn up by our librarian for each year group. This list is regularly changed and updated as new books are published. In addition there is a further list of recommended authors and books to be found in each classroom and in the library.			
Recommended Books	Year 3 Reading List	Year 4 Reading list	Year 5 Reading List	Year 6 Reading List
	1 The World According to Humphrey by Betty G. Birney 2 Harry the Poisonous Centipede by Lynne Reid Banks 3 The Hundred Mile an Hour Dog by Jeremy Strong 4 Fantastic Mr Fox by Roald Dahl 5 Diary of a Killer Cat by Anne Fine 6 Winnie the Pooh Collection by A. A. Milne 7 Any Dick king Smith 8 Wilf the Mighty Worrier saves the World by Georgia Pritchett 9 Any Mrs Pepperpot story by Alf Proysen 10 Kid Normal by Greg James 11 Pippi Longstocking by Astrid Lindgren 12 Any Secret Seven by Enid Blyton 13. The Danger Gang by Tom Fletcher 14. Five Children and It by E.B. Naisbitt 15. Finn Family Moomintroll by Tove Jansson Other Authors: Allan Ahlberg, Elizabeth Laird, Andy Griffiths, David	1 The Children of Green Knowe by Lucy M. Boston 2 How to Train Your Dragon by Cressida Cowell 3 Charlie and the Chocolate Factory by Roald Dahl 4 The Falcons Malteaser by Anthony Horowitz 5 Toad Rage by Morris Glietzman 6 The Worst Witch stories by Jill Murphy 7 The Firework Makers Daughter by Philip Pullman 8 The Legend of Captain Crow's Teeth by Eoin Colfer 9 Cliffhanger by Jaqueline Wilson 10 An Elephant in the Garden by Michael Morpurgo 11 Operation Gadgetman! By Malorie Blackman 12 The Invisible Dog by Dick King-Smith 13 Toto the Ninja Cat by Dermot O'Leary 14 The Ickabog by J.K. Rowling 15 The Castle of Tangled Magic by Sophie Anderson	1 Who let the Gods Out by Maz Evans 2 Heidi by Johanna Spyri 3 The Owl Service by Alan Garner 4 Dragon Rider by Cornelia Funke 5 The Hundred and One Dalmations by Dodie Smith 6 The Iron Man by Ted Hughes 7 Moondial by Helen Cresswell 8 The Girl Who Walked on Air by Emma Carroll 9 The Phoenix and the Carpet by E. Naisbit 10 King of the Cloud Forest by Michael Morpurgo 11 Wolf Wilder by Katherine Rundell 12 The Scarecrow and his Servant by Philip Pullman 13 A Boy Called Christmas by Matt Haig 14 Journey to the River Sea by Eva Ibbotson 15 Malory Towers by Enid Blyton Other Authors: Piers Torday, Frank Cottrell Boyce, Philip Ridley, Arthur Ransome and Anthony Horowitz	1 The Girl of Ink and Stars by Kiran Millward 2 The Railway Children by E. Naisbit 3 Carries War by Nina Bawden 4 The Crowstarver by Dick King-Smith 5 Awful End by Philip Ardagh 6 The Hobbit by J.R.R.Tolkien 7 Fruit and Nut Case by Jean Ure 8 Once by Morris Gleitzman 9 Oranges in No Man's Land by Elizabeth Laird 10 The Borrowers by Mary Norton 11 The Silver Sword by Ian Serrailier 12 When Hitler Stole Pink Rabbit by Judith Kerr 13 Holes by Louis Sacher 14 Murder on the Orient Express by Agatha Christie 15 Gold Fish Boy by Liz Thompson Other Authors: Emma Carroll, Anthony Horowitz, Chris De Lacey, Kim Slater, Katherine Rundell, Charlie Fletcher, Gill Lewis, Alan Garner

	Walliams, Roald Dahl, Enid Blyton, Lemony Snickett, Anne Fine, Chris Riddell, Andy Stanton and Jill Murphy.	Other Authors: Jeremy Strong, Katie Tsang, Jaqueline Wilson, Andy Griffiths, E.B. White, Neil Gaiman, Chris Riddell and Philip Pullman		
Progression of Skills				
Word Reading	Year 3	Year 4	Year 5	Year 6
	<p>Pupils are taught to apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in the National Curriculum, both to read aloud and to understand the meaning of new words they meet.</p> <p>They are taught to read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>At BHJS Children who have failed their KS1 Phonics test are assessed and placed on a catch up programme led by a specialist English teacher. Children who have only just reached the pass mark are also assessed and are also placed on a catch up programme of phonics appropriate to their needs. All children in years 3 and 4 are assessed for reading and are placed on the library reading scheme. All children will be heard to read on a regular basis in years 3 and 4 with a focus given to the children who require additional support. Parents should listen to their children reading at home record the details in their child's reading record book and sign this book each week. Parents may be invited into school to listen to children read.</p>		<p>Pupils are taught to apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in the National Curriculum, both to read aloud and to understand the meaning of new words that they meet.</p> <p>At BHJS Children who continue to have difficulty learning to read are taught by our Specialist English teacher who will develop a programme appropriate to their needs. This teacher will work closely with the class teacher, teaching assistant and parents or carers to provide support and advice. Any children who are still on the reading scheme will be given specific 1:1 time for reading on a regular basis. In addition, there will be opportunities to read with the school librarian or on a specific Echo Reading programme. Children are expected to read at home every day and record this information in their reading record book. Parents should hear their child read regularly, comment and sign the reading record book.</p>	
Reading Comprehension	Year 3	Year 4	Year 5	Year 6
	<p>The National Curriculum states that pupils are taught to develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • using dictionaries to check the meaning of words that they have read • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally 		<p>The National Curriculum states that pupils are taught to maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions 	

- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
 - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
 - asking questions to improve their understanding of a text
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - identifying main ideas drawn from more than one paragraph and summarising these
 - identifying how language, structure, and presentation contribute to meaning
 - retrieve and record information from non-fiction
 - participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

At BHJS, in Years 3 and 4 this is taught in both in class and in a weekly guided reading session when pupils work in small groups with their teacher or teaching assistant. Books are carefully chosen to link with the curriculum subjects being taught and are appropriate to their age and ability.

- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
 - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - asking questions to improve their understanding
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
 - identifying how language, structure and presentation contribute to meaning
 - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
 - distinguish between statements of fact and opinion
 - retrieve, record and present information from non-fiction
 - participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
 - explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
 - provide reasoned justifications for their views.

At BHJS, in years 5 and 6 opportunities for discussions are provided in class and in a weekly guided reading session when pupils work in small groups with a teacher, teaching assistant or parent. Books are carefully chosen to link with the curriculum subjects being taught and are appropriate to their age and ability. The lessons are carefully planned and a range of written questions are provided to ensure consistency across all groups.

The Impact of the Reading Curriculum

	The Impact of the Reading Curriculum				
	Vocabulary	Retrieving	Summarising	Inferring	Predicting
Year 3	<p>I can identify new vocabulary and sentence structure and discuss to develop my understanding</p> <p>I can identify and understand the meaning of a wide range of conjunctions used to link events together</p> <p>I can identify a range of standard words/phrases used at various stages of a narrative e.g. introduction, build up etc.</p>	<p>I can refer back to the text for evidence when explaining.</p> <p>I can extract information from tables and charts. •</p> <p>I can recognise some different forms of poetry •</p> <p>I can retrieve information from text.</p> <p>I can use a content page and index to locate, retrieve and record information from non-fiction texts.</p> <p>I can recognise different narrative genres.</p> <p>I can notice the difference between 1st and 3rd person accounts.</p> <p>I can identify the conventions of different types of writing e.g. greetings in a letter/email, diary entries, numbers and headings in instructions.</p>	<p>I can summarise main ideas from a text.</p> <p>I can begin to identify themes across texts e.g. friendship, good and evil, bullying.</p> <p>I can analyse and compare plot structures.</p>	<p>I can suggest reasons for actions and events.</p> <p>I can infer characters' feelings, motives, behaviour and relationships based on descriptions and their actions in the story.</p> <p>I can identify with characters and make links with my own experiences when making judgements about the characters' actions.</p> <p>I can justify my views about a text.</p> <p>I can identify how settings are used to create atmosphere e.g. what words/phrases in this description indicate that bad things might be about to happen in this place?</p> <p>I can identify evidence of relationship between characters based on dialogue and behaviour.</p> <p>I can analyse the use of language to set scenes, build tension or create suspense.</p> <p>I can explain how words and phrases in the description are linked to create a consistent impression of key characters.</p>	<p>I can predict what might happen from the details given and can indicate the likelihood of my prediction being correct.</p>
Year 4	<p>I can note examples of descriptive language and</p>	<p>I can recognise the introduction, build-up, climax</p>	<p>I can explain and justify an opinion on the resolution of an issue/whole narrative.</p>	<p>I can identify techniques used by the author to persuade the</p>	<p>I can make predictions on the basis of mood or atmosphere</p>

	<p>explain the mood or atmosphere they create. I can notice key words and phrases used to convey passing of time to introduce paragraphs or chapters. I can identify how specific words and phrases link sections, paragraphs and chapters. I can identify how authors use precise vocabulary to meet the intended purpose/effect e.g. They slipped into the room unnoticed</p>	<p>or conflict and resolution in narrative. I can retrieve information from text. I can identify a wide range of poetic forms. I can identify key words and phrases as evidence when making a point. I can identify the structure and features of a range of non-fiction, narrative and poetry texts. I can identify underlying themes in a range of narrative texts e.g. courage over adversity, loss etc. I can identify the way descriptive language and small details are used to build an impression of an unfamiliar place. I can identify figurative and expressive language that builds a fuller picture of a character.</p>	<p>I can summarises the main ideas of a text.</p>	<p>reader to feel sympathy or dislike. I can justify opinions of particular characters. I can distinguish between fact and opinion. I can make deductions about the motives and feelings that might lay behind characters' words. I can summarises the way that the setting affects characters' appearance, actions and relationships. I can comment on the way key characters respond to a problem. I can make deductions about characters' motives and feelings and explain whether their behaviour was predictable or unexpected. I can explore alternative outcomes to an issue. I can analyse dialogue, making judgements about the extent to which characters reveal their true feelings or motives. I can evaluate texts for their appeal to the intended audience. I can compare the difference between what characters say and what they do. I can explain the decisions the author has made in setting up problems for the characters</p>	<p>about how a character will behave in a particular setting.</p>
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				and choosing how to resolve them.	
Year 5	<p>I can use a range of strategies to identify the meaning of new vocabulary.</p> <p>I can identify examples of effective description that evoke time or place commenting both on word and sentence choice.</p> <p>I can note words and phrases in pre twentieth century writing which have changed their meaning over time.</p>	<p>I can comment the on use of language using terminology including onomatopoeia, metaphor, personification</p> <ul style="list-style-type: none"> •I can identify how the author signals change in the narration, time and place and note the effect that this has on the reader. <p>I can retrieve information, referring to more than one place in the text.</p> <p>I can identify and compare underlying themes in a range of narrative texts.</p> <p>I can identify how an author varies pace by using direct or reported speech at different points in a story.</p> <p>I can comment on how a character is built and presented, referring to dialogue, action and description.</p> <p>I can retrieve, record and presents ideas from non-fiction in a different format.</p> <p>I can identify precision in the use of technical terminology and consider the different reasons for why an author might use this.</p> <p>I can analyse the structure of more complex non linear narratives.</p>	<p>I can summarise main ideas from more than one text to support note taking</p> <p>I can analyses information from tables and charts and can incorporate this information into a summary of the whole text.</p> <p>I can recognise the style of different authors and their intended audience.</p>	<p>I can provide evidence of characters changing during a story and discusses possible reasons where reasons are not obviously stated in the text.</p> <p>I can recognise that characters may have different perspectives in the story.</p> <p>I can consider the time and place where a story is set and look for evidence of how that affects characters' behaviour and/or plot development.</p> <p>I can explore in-depth the meaning of particular multi-layered (figurative) word/phrases, deciding what effect the author most probably intended on the reader.</p> <p>I can show understanding through emphasis, intonation and volume when performing.</p>	<p>I can identify whether changes in characters met or challenged the reader's expectations.</p>

Year 6	<p>I can analyse, and explain the impact of, authors' techniques and use of language e.g. expressive or figurative language, range of sentence structure, repetition etc</p> <ul style="list-style-type: none"> • I can notice where the author uses a wider range of cohesive language to create more sophisticated links between and within paragraphs. 	<p>I can retrieve information, referring to more than one place in the text, and where there is competing (distracting) information. I can recognise how the author of non-fiction texts expresses, sequences and links points. I can explain how poets create shades of meaning, justifying my own views with reference to the text and to other sources of evidence e.g. wider reading. I can consider when a story was first published, and discusses the audience that the author had in mind, when reading texts from our literary heritage. I can identify and analyse conventions across a range of non-fiction text types. I can analyse the structure of more complex non-linear narratives.</p>	<p>I can summarise competing views. I can analyse dialogue at certain points in a story and summarise its purpose. I can discuss main ideas from a text within a group and summarises the discussion. I can justify a personal response to a narrative. I can predict and explain how a personal response has altered at various points across a text as the narrative viewpoint changes.</p>	<p>I can draw reasoned conclusions from non-fiction texts which present differences of opinion.</p> <ul style="list-style-type: none"> • I can analyse why and how scene changes are made and how they affect characters and events. <p>I can distinguish between implicit and explicit points of View. I can identify and summarise underlying themes in a range of narrative texts. I can explain underlying themes across a range of poetry. I can explain the intent of the author e.g. explains how the author has tried to manipulate the emotions/bias of the reader. I can identify stock characters in particular genres and looks for evidence of characters that challenge stereotypes and surprise the reader. I can identify balanced or biased viewpoints and discuss texts, which explore more than one perspective on an issue.</p>	<p>I can identify whether changes in characters met or challenged the reader's expectations.</p>
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The Writing Curriculum

The National Curriculum states that all pupils should be taught to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.

Pupils should be taught to:

- develop positive attitudes towards and stamina for writing by:
- writing narratives about personal experiences and those of others (real and fictional)

- writing about real events
- writing poetry
- writing for different purposes
- consider what they are going to write before beginning by:
- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
- evaluating their writing with the teacher and other pupils
- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning

Pupils should be taught 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 noting and developing initial ideas, drawing on reading and research where necessary

When writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed,

To draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. Précis longer passages. Use a wide range of devices to build cohesion within and across paragraphs. Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

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
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors

In BHJS we have developed a distinct and original version of the National Curriculum based around different text types ie. Each year group will study one fiction, one non-fiction and one poetry unit each term.

The content is carefully sequenced to ensure that text types taught in year 3&4 are repeated in greater depth in Years 5&6.

We aim to provide a lively and engaging curriculum where ambitious writing units are planned to appeal equally to both boys and girls.

Our intent is to create positive attitudes towards writing for all learners within the school community, whatever their starting point.

Writing has 2 components:

- Transcription (spelling & handwriting)
- Composition (articulating ideas & structuring them in speech & writing)

Our intent is to develop competence in both components. We want to develop children with the skills to form, articulate and communicate ideas, organising them coherently for the reader.

This requires clarity, awareness of audience, purpose and context and an increasingly wide knowledge of vocabulary and grammar. This shared vision is made evident in the implementation of our English Curriculum. Spelling, handwriting & grammar (GAPS) are taught discretely. They are planned into the learning sequence so that children see the relevance and value of GAPS and handwriting and can experiment with different techniques within their writing.

We aim to develop a love of writing where every piece of writing is valued. We believe that every child needs to have opportunities to write for a range of real purposes and audiences.

Every year group will study one fiction, one non-fiction and one poetry module each term. These are carefully planned to ensure a whole school coverage of the different genres. Children will have many opportunities to develop their writing and editing skills under the careful guidance of the class teacher. Set tasks will be marked against the learning objectives to ensure children understand how they can make progress. Final pieces across all genres will showcase the learning and will be valued.

Non- Fiction:

The six non-fiction text types are taught in years three and four and repeated in greater depth in years five and six. Real life examples are used to place the learning in context and children will have a defined purpose and audience for their final task.

Fiction:

Each narrative unit will focus on a different style of writing. Children are shown examples of work and practise writing short pieces, concentrating on different aspects such as characterisation, plot, description or building atmosphere. Each year, children will have the opportunity to plan, write and edit their own story which will build up into a complete narrative based upon the five part story model.

Poetry:

Three aspects of poetry are addressed in each year group: vocabulary building, structure and poetry appreciation Poems are carefully chosen to develop knowledge of word building, rhythm, rhyme and performance. Children will have opportunities to recite poems individually, in groups or as a whole class.

Areas of Study	Year 3	Autumn Term 1	Spring Term 2	Summer Term 3
	Narrative	Stories with familiar settings.	Letters and plays	Adventure and mystery stories
	Skills taught:	Adjectives, verbs, paragraphs, sentence structure, speech.	Formal and informal language used in letter writing. Layout and structure of a play	To develop character and create suspense by showing the characters reaction to events in a story. To use time connectives to move a story on.
	Lesson outcome:	To plan and write a three part story with a focus on the setting and a description of real events.	To write a formal and informal letter. To write and perform a short play based on a familiar story.	To write a five-chapter story, review and redraft into a book. To create a front cover and write a blurb.
	Non- Fiction	Non Chronological report	Instructions.	Recount Authors and Biographies
	Skills taught:	Layout of text, headings, fact boxes, labelled diagrams, captions, present tense, technical language and questions.	Sequencing, imperative verbs, layout of text with headings, bullet points, clarity of language.	Features of a biography, research using books and the internet based on the author Roald Dahl. Layout and information required in a book review.
	Lesson outcome:	To work cooperatively in a small group to create a non-chronological report poster and to orally present the poster to the rest of the class.	To write an instruction booklet. To verbally present a sequenced set of instructions.	To write a short biography. To work cooperatively in a small group to create a poster on a famous person. To read and write a book review.
	Poetry	Form and performance	Narrative and performance	Imagery and performance
	Skills taught:	Rhythm, rhyme, alliteration, repetition, shape.	To develop and understanding of how the rhythm, rhyme and rap supports the learning and performance of a poem.	Homonyms, homophones, homographs and heteronyms. Rhythm and rhyme. Riddles, puns and word play.
	Lesson outcome:	To identify different techniques used. To read, write and perform poems. To	To recite poetry using body language and rhythm as part of a group.	To write a riddle.

		articulate reasons for a poetry preference.		To recite and write a poem using different homonyms and homophones.
Year 4		Term 1	Term 2	Term 3
Narrative		Stories with historical settings.	Issues and dilemmas	Stories set in imaginary worlds
Skills taught:		Use of powerful verbs, adjectives and adverbs. To use time connectives to move a story on.	To understand problems that relate to children at school or home. To use emotive language to express characters feelings.	Identify the features of a myth. Explore settings, creatures, heroes, idea of a journey.
Lesson outcome:		To retell a story based in Ancient Egypt on a plan and to describe a character and setting within a five part story using OBDER.	To understand both sides of a dilemma and appreciate how, what is said, can impact on another person. To write descriptively about emotional issues.	To write a Greek myth based on Jason and the Argonauts featuring the journey of a hero and the dangers he must overcome.
Non- Fiction		Explanation.	Persuasion	Discussion
Skills taught:		Identify layout and features of an explanation text. Make notes, edit and redraft written work.	Identify persuasive features in a variety of texts: Advert, Newspaper, Posters, Letters. Use persuasive vocabulary, rhetorical question, layout, paragraphing.	Research skills, persuasive language and to prepare a balanced argument related to topic of the Ancient Greeks.
Lesson outcome:		To work in small groups to produce an information poster. To work independently to explain the beliefs of the Ancient Egyptians.	Assemble and sequence points in order to plan the presentation of a point of view, using graphs, images, visual aids to make the view more convincing.	Consider different sides of an argument and decide on a course of action, summarising reasons in a letter and a debate.
Poetry		Imagery and performance.	Narrative and performance	Form and performance
Skills taught:		To compare and contrast poems using evidence from the texts. Identify and use similes, powerful verbs, rhyming patterns and syllables in poetry.	Identify the features of narrative poetry. Compare and contrast poems, ancient and modern on a similar theme.	To identify features of Haikus, Clerihews Rhyming Couplets, Imagery. Rhythm, Alliteration Describe personal responses to poetry Recite familiar poems by heart
Lesson outcome:		To write and perform three contrasting poems using similes.	To write narrative poetry about the Rain forest. To recite some narrative poetry by heart.	To read, write and perform free verse.
Year 5		Term 1	Term 2	Term 3
Narrative		Traditional stories and legends	Stories from our literary heritage	Novels by significant authors

Areas of Study	Skills taught:	Understand the features of a legend. Opening, characters, investigate evidence for their existence.	To look at stories from Shakespeare focussing on Macbeth and some dramatic conventions such as play scripts and monologues.	To compare texts and express an opinion. Use dialogue, action and description to vary openings and develop character.
	Lesson outcome:	To produce a new story of a legendary character. (Robin Hood)	To write a monologue from the point of view of a character.	To plan, tell, write, edit and redraft a story using OBDER. Writing in the style of Michael Morpurgo
	Non- Fiction	Non Chronological report	Explanation	Persuasion
	Skills taught:	To identify structure and language features. To write a variety of reports based upon a story book – “The Flying Frogs”, “Tuesday” using Police and Newspaper reports.	To identify structure and language features. To analyse different texts whilst thinking of the intended audience.	Examples of persuasive text. Investigate grammatical features of a persuasive text.
	Lesson outcome:	To produce formal written reports from differing perspectives.	To produce reports based on Geography topic of water and science topics of Heart and Healthy Living.	To produce persuasive reports on pollution links with Geography and plastic in our oceans.
	Poetry	Form and performance	Imagery and performance	Narrative and performance
	Skills taught	To analyse the form of a kenning and limericks. To use performance skills in the Year 5 Play and Viking presentations.	To understand the difference between metaphor and simile. To analyse content, layout, vocabulary and mood of a poem.	To understand the story and character development within a narrative poem (The Highwayman). To understand how metaphor, simile, imagery and rhyme create a visual picture.
	Lesson outcome	To write a kenning and a limerick.	To write a poem on water linked to Geography.	To write from the point of view of one of the characters in the poem.
	Year 6	Term 1	Term 2	Term 3
	Narrative	Suspense stories & visual stimulus (The Traveller)	Extending narratives - quest	Authors and texts (Boy in the Girl’s Bathroom)
	Skills taught:	Peer assessment, consideration of the reader through style, content and language.	Peer assessment, consideration of the reader through style, content and language.	Participate in group discussion by offering reasons for their opinions supported by evidence, summarising ideas, reaching agreement and presenting ideas to an audience .Empathy and understanding changes / different personalities.
	Lesson outcome:	To plan and write an effective suspense story that hooks the reader.	To write, edit and peer assess a quest story.	Diary entry Email

				Journal entries from different points of view.
	Non- Fiction	Recount – Biography	Discussion	Instruction Texts
	Skills taught:	Research and interview techniques.	Research skills, persuasive language and to prepare a balanced argument.	Identify features and layout, make notes, edit and redraft written work.
	Lesson outcome:	To write a biography of a known person. To write a newspaper article on a local issue.	To write a persuasive speech. To write a balanced argument.	To write instructions to play a game.
	Poetry	Imagery and performance	Narrative and performance	Form and performance
	Skills taught:	To investigate and form an opinion on a variety of poetic devices.	Analyse poetic devices. (Thomas Hardy – The Convergence of the Twain)	Expression in delivery, how to understand stage directions and use to perform and maintain interest of audience.
	Lesson outcome:	To write a poem paying attention to figurative language.	Comprehension of a traditional poem.	Performance of play to an audience.

The Spelling Curriculum

The National Curriculum states that pupils should be taught to spell by:

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning 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
 - learning to spell common exception words
 - learning to spell more words with contracted forms
 - learning the possessive apostrophe (singular) [for example, the girl's book]
 - distinguishing between homophones and near-homophones
 - add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
 - apply spelling rules and guidance, as listed in English Appendix 1
 - write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

At BHJS spelling is taught weekly and individual spelling lists are sent home to learn. Children are taught common words, spelling rules and patterns, topic words and the 100 words spelling lists. Spellings are tested weekly via dictated sentences. Children who have difficulty spelling will be given additional support through 1:1 or small group lessons. They will learn spellings at a level appropriate to their ability.

Spelling	Year 3	Year 4	Year 5	Year 6
	Autumn Adding S and es to words – plural nouns + 3rd person singular verbs Adding S and es to words – plural – words ending ‘y’.	Autumn Year 4 100 words list Double Consonants Add ing and ed to verbs Identify and spell homophones	Autumn Topic words Plurals Plurals & possessive apostrophe Suffix LY	Autumn Spelling strategies Adjectives Adverbs Conjunctions

	<p>To use an apostrophe to show a contraction. To spell the long vowel sound – use y for ‘igh’, ‘i’ or ‘i-e’ Evil e to change the short vowel sound to a long one. Words containing ea and ear Evil endings – er, est, ing, y Doubling the consonant on short vowel sounds when adding evil endings ~le endings words ending el, al and il Silent letters g and k</p>	<p>Prefixes un, dis, mis Words within words Prefixes in, im, ir, il Prefixes re, anti, auto Suffix -ly</p>	<p>Homophones Homophones</p>	<p>‘Said’ words Homophones Common misspelt words Prefixes: dis in im un il ir bio auto de mis non anti trans bi pre sub super Suffixes-ing/ed Plurals</p>
	<p>Spring Silent letter w Suffixes – ment, ful, ness Suffixes – less, ly Prefixes – un, dis, mis, re or and ar letter patterns Hidden syllables Ou words where the sound is short vowel ‘u’ Homophones Common misspelt words</p>	<p>Spring Plural ending y c/k at the start of words Revisit in, im, ir, il ck at the end of words -sure, -ture -gue, -que f/ff/fe endings sc sound s words ch sound k</p>	<p>Spring Adding suffixes to words with more than one syllable Silent Letters Contractions Prefix un / dis / mis LE / EL / AL endings Able / ible endings Words spelt ei after c Year 5 / 6 Words</p>	<p>Spring l before e except after c ible & able ably & ibly Unstressed syllables Silent letters ive, ance, ence ant, ance,ent, ence tial & cial cious & tious Tricky words</p>
	<p>Summer Adverbs ending ly, ily Words ending tion Words ending sion i sound spelt y Soft c Words ending tch Sure/ture Homophones</p>	<p>Summer Suffix –ous Suffix –ous (2) Year 3-4 spelling list Homophone recap Compound words Suffix –sion Suffix –ian, ion Homophone recap Suffix –ation</p>	<p>Summer S sound – ss, c, s Suffix ous Suffix tious, cious plurals Plurals ff / f/ fe endings Ending ant, ance, anc Ending ent, ence, ency Possessive apostrophe</p>	<p>Summer Revise spelling rules S38-S62 Revise spelling rules S38-S62 Revise spelling rules S38-S62 Confusing nouns and verbs Depending on pupil needs...</p>

The Grammar Curriculum

The National Curriculum states that pupils should be taught to:

- to control their speaking and writing consciously and to use Standard English.
- to use the elements of spelling, grammar, punctuation and 'language about language' listed. This is not intended to constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons.
- the vocabulary they need to discuss their reading, writing and spoken language.
- the correct grammatical terms in English and that these terms are integrated within teaching.

At BHJS teachers creativity is not constrained or restricted. The curriculum simply provides a structure on which they can construct and sequence exciting lessons. Grammar is taught, both discretely and interwoven, into the creative writing sequence. Progression is carefully planned to revisit previous learning before moving forward

Grammar & Punctuation	Year 3	Year 4	Year 5	Year 6
	Autumn Word Types Capital letters, full stops, question marks, exclamation marks, commas in lists. A or An Sentence structure - statements, commands, questions. Its or It's Noun phrases Prepositions Conjunctions Recap capital letters and full stops Layout of text to aid presentation	Autumn Capital letters and full stops Identify word groups Verbs as doing words Proper nouns Sentences/Phrases Articles a, an, the Time Connectives Direct Speech Prepositions Pronouns Comparative Adjectives	Autumn Word Classes Nouns Adjectives Verbs (including modal verbs) Adverbs Expand a simple sentence Phrase, clause, sentence Compound sentences Subordinating conjunctions Complex Sentences Direct and reported speech	Autumn Nouns(include determiner) Adjectives Verbs & Adverbs Word class Sentence types & relative clauses Direct speech/ Indirect speech Punctuation Commas, semi-colon, colon & dash to mark the boundary between independent clauses Ellipsis Synonyms & Antonyms Cohesive devises appropriate to text type Layout devices
	Spring Tenses (present perfect) Its and it's Apostrophes – possession Apostrophes – contraction Co-ordinating conjunctions Subordinating conjunctions	Spring Subordinate Clause Possessive Apostrophe Direct Speech (2) Its and It's Subordinate Clause (2) Subject/Verb Agreement Expanded Noun Phrases Paragraphing	Spring Simple, compound and complex sentences Commas and when to use them Comma splicing Brackets More complex sentences Non-finite clauses Sentence starters	Spring Verbs Modal verbs The participles Simple, progressive & perfect tenses Subject Object Verbs Active & Passive voice The Subjunctive

		Fronted adverbial phrases		Cohesive devices appropriate to text type
	Summer Paragraphs Compound sentences Complex sentences Conjunctions, adverbs, prepositions Past & Present Perfect Tense Expanded noun phrases Sentence openers Speech	Summer Subject/Verb I/me/these/them Apostrophe Direct Speech (3) Should've Could've Conjunctions Articles/Determiners Plural Possession	Summer Using speech Sentence type and relative clauses Relative pronouns, defining and non-defining relative clauses Omitting the relative pronoun in sentences Sentence starters Using an apostrophe for missing letters Using an apostrophe for possession	Summer How hyphens are used to avoid ambiguity The difference between vocabulary typical of informal speech & vocabulary appropriate for formal speech and writing. Layout devices

The Handwriting Curriculum

The National Curriculum states that pupils in year 3 and 4 should be taught 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 unjoined
- 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].

Pupils in year 5 & 6 should be taught to:

- write legibly, fluently and with increasing speed by:
- 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.

At BHJS teachers explicitly teach and model good handwriting and presentation. We recognise the importance of Children developing a clear and legible cursive style of writing. We follow Pen Pals in years three and four and this is developed further using Handwriting Practice 2 by Schofield and Simms (which revises key joins) in years five and six. Children are especially encouraged to focus on neat presentation in their final pieces of writing and topic work.

Handwriting	Year 3	Year 4	Year 5	Year 6
	Pen Pals handwriting book Year 3 Autumn: Joining through a word Joining parallel ascenders	Pen Pals handwriting Year 4 Autumn: Diagonal join from p and b ascender / no descender / anticlockwise	Schofield and Simms handwriting Years 5 and 6 Autumn: Joining to short letters Joining to round letters	

	<p>Joining s ascender / no ascender / anticlockwise</p> <p>Joining r ascender / no ascender / anticlockwise / to e</p> <p>Break letters</p>	<p>Parallel ascenders and descenders</p> <p>Break letters</p> <p>Spacing</p> <p>Relative size of letters and capitals</p> <p>Speed and fluency</p>	<p>Joining to tall letters</p> <p>Joining e</p> <p>Top join to short letters</p> <p>Top join to round letters</p> <p>Top join to tall letters</p>	
	<p>Pen Pals handwriting book Year 3 Spring:</p> <p>Joining f ascender / no ascender / anticlockwise</p> <p>Introducing ff</p> <p>Introducing rr</p> <p>Introducing ss</p> <p>Introducing qu</p> <p>Parallel ascender / descenders</p>	<p>Pen Pals handwriting book Year 4 Spring:</p> <p>Parallel ascenders</p> <p>Break letters</p> <p>Relative size of letters</p> <p>Proportion of letters</p> <p>Spacing between letters</p> <p>Spacing between words</p> <p>Speed and fluency</p>	<p>Schofield and Simms handwriting Years 5 and 6 Spring:</p> <p>Joining longer words</p> <p>Capital letters</p> <p>Joining r</p> <p>Joining s</p> <p>Adding s to the end of words</p> <p>Writing s in the middle of words</p> <p>Break letters</p>	
	<p>Pen Pals handwriting book Year 3 Summer:</p> <p>Revise joins and spacing</p> <p>Spacing between words</p> <p>Consistency of size</p> <p>Fluency</p> <p>Parallel ascenders / descenders</p> <p>R to anticlockwise letter</p> <p>Break letters</p> <p>Capital letters</p>	<p>Pen Pals handwriting book Year 4 Summer:</p> <p>Consistency of size</p> <p>Proportion</p> <p>Spacing</p> <p>Fluency</p> <p>Speed</p> <p>Break letters</p> <p>Presentation</p> <p>Capital letters</p>	<p>Schofield and Simms handwriting Years 5 and 6 Summer:</p> <p>Imbedding speed, fluency, legibility and personal style</p> <p>Presentation</p>	
The Impact of the Writing Curriculum				
	Year 3	Year 4	Year 5	Year 6
	<p>The Pupil can:</p> <p>Write for a range of purposes and audiences beginning to develop an awareness of appropriate language and form.</p> <p>Create settings, characters and plot</p> <p>Use speech, punctuation correctly when following a model.</p> <p>Use some conjunctions, adverbs, prepositions for cohesion and detail.</p>	<p>The Pupil can:</p> <p>Write for a range of purposes and audiences with increasing awareness of appropriate language and form.</p> <p>Create settings, characters and plot.</p> <p>Use speech, punctuation correctly most of the time.</p> <p>Use vocabulary and grammatical structures to communicate ideas for the given audience and purpose.</p>	<p>The Pupil can:</p> <p>Write for a range of purposes and audiences and mostly select language, which shows good awareness of the reader.</p> <p>Describe settings, characters and atmosphere.</p> <p>Begin to convey character and advance the action through dialogue</p>	<p>The Pupil can:</p> <p>Write effectively for a range of purposes and audiences selecting language, which shows good awareness of the reader.</p> <p>Describe settings, characters and atmosphere.</p> <p>Integrate dialogue in narratives to convey character and advance the action.</p>

	<p>Use past and present tense mostly correctly. Use the punctuation taught up to and including year 3 mostly correctly. Spell correctly words from learning in previous year groups and some words in the year 3 / 4 spelling list. Use phonic knowledge and other knowledge of spellings such as morphology to spell words as accurately as possible. Spell most common exception words. Handwriting – Increase legibility, consistency and quality of handwriting. Join letters with a diagonal and horizontal stroke where appropriate.</p>	<p>Use a range of conjunctions, adverbs, prepositions and pronouns for cohesion, detail and clarity. Use past and present tense correctly and include a wider range of verb forms. Use the punctuation taught up to and including year 4 mostly correctly. Spell correctly words from learning in previous year groups and most words in the year 3 / 4 spelling list. Use phonic knowledge and other knowledge of spellings such as morphology to spell words as accurately as possible. Begin to use a dictionary to check spellings. Handwriting – Write legibility with increasing fluency paying attention to size and spacing. Maintain the use of joined writing throughout independent writing.</p>	<p>maintaining a balance of speech and description. Select vocabulary and grammatical structures to communicate ideas for the given audience and purpose. Use a range of devices to build cohesion within and across paragraphs. Use verb tenses consistently and correctly in most writing. Use the punctuation taught up to and including year 5 mostly correctly. Spell correctly words from learning in previous year groups and some words in the year 5 / 6 spelling list. Use spelling strategies and dictionaries to check the spelling of uncommon or more ambitious vocabulary. Handwriting – Write legibility, fluently and with increasing speed.</p>	<p>Select vocabulary and grammatical structures that reflect what the writing requires mostly appropriately. Use a range of devices to build cohesion within and across paragraphs. Use verb tenses consistently and correctly throughout their writing. Use the punctuation taught at KS2 mostly correctly. Spell correctly most words from the year 5 / 6 spelling list. Use a dictionary to check the spelling of uncommon or more ambitious vocabulary. Handwriting – Maintain legibility in joined handwriting when writing at speed.</p>
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The Speaking and Listening Curriculum

The National Curriculum states that pupils:

- Pupils should be taught to speak clearly and convey ideas confidently using Standard English.
- They should 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 should be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing.
- The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically.
- Spoken language underpins the development of reading and writing.
- The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing.
- Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills.
- Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write.

- They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions.
- Pupils should also be taught to understand and use the conventions for discussion and debate.
- All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama.
- Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role.
- They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

At BHJS teachers We recognise that all the components of the English curriculum: Spoken language, Reading and Writing complement and support the child's development across the whole curriculum. Spoken language underpins the development of reading and writing. It has a high status within the school: we are committed to providing a range of opportunities for the development of pupils' confidence and competence in spoken language. There are regular opportunities for children to both ask and answer questions, voice their opinion or join in discussions either with a learning partner, in a small group or within the class. Children will also be encouraged to informally present their work or participate in role play situations. Once a year, in every year group children are expected to stand in-front of their peers and present a talk on a set aspect of learning. Each year group will also have the opportunity to perform in a play or a revue in-front of the rest of the school and parents.

Speaking and Listening	Year 3	Year 4	Year 5	Year 6
	Spring term Poetry Slam Summer term Year 3 Revue Summer Term – St Albans presentation	Spring term Poetry Slam Spring Term year 4 play performance Summer Term – The Greeks presentation	Autumn Term year 5 play performance Autumn term – Viking presentation Spring term Poetry Slam	Spring term Poetry Slam Summer term World War II presentation Summer Term year 6 Leavers Concert