



# **Scheme of Work for English**

English is a vital way of communicating in school, in public life and internationally. Literature in English is rich and influential, reflecting the experience of people from many countries and times. In studying English, pupils develop skills in speaking, listening, reading and writing. It enables them to express themselves creatively and imaginatively and to communicate with others effectively. Pupils learn to become enthusiastic and critical readers of stories, poetry and drama as well as non-fiction, visual and media texts. The study of English helps pupils understand how language works by looking at its patterns, structures and origins. Using this knowledge pupils can choose and adapt what they say and write in different situations.

## **Introduction**

Literacy unites the important skills of reading and writing, built on a foundation of solid speaking and listening. Good oral work enhances pupils' understanding of language in both oral and written forms and of the way language can be used to communicate. It is also an important part of the process, through which pupils read and compose texts.

We help children to acquire these skills by giving a sharp focus to the relevant aspects of the programmes of study for English. Skills, especially those that focus on reading and writing non-fiction text, are linked to, and applied to, every area of the curriculum.

The outcome should be literate pupils who can explain and justify their ideas, make generalisations, generate hypotheses and offer critical comments.

### **Pupils progressing successfully through our scheme of work will:**

- Speak clearly, using an ever-increasing vocabulary and listen attentively;
- Interact with peers and adults with growing confidence;
- Read and write with confidence, fluency and understanding;
- Use synthetic phonic strategies as the prime approach to reading;
- Understand the sound and spelling system and use this to read and spell accurately;
- Have fluent and legible handwriting;
- Recognise, understand and be able to write using a range of fiction and poetry genres;
- To understand and be familiar with some of the ways in which narratives are structured through the basic literacy ideas of setting, character and plot;
- Have an interest in words and their meanings and a growing vocabulary;
- Understand, use and be able to write a range of non-fiction texts;
- Plan, draft, revise and edit their own writing;
- Have a suitable technical vocabulary with which to understand and discuss their reading and writing;
- Be interested in books, read with enjoyment, evaluating and justifying their preferences;
- Develop their powers of imagination, inventiveness and critical awareness through reading and writing.

## **KSO – THE EARLY YEARS – NURSERY AND RECEPTION**

Communication and Language (C & L) and Literacy (L) depends on learning and being competent in a number of key skills, together with having the confidence, opportunity, encouragement, support and disposition to use them. This area of learning includes communication, speaking and listening in different situations and for different purposes, being read a wide range of books and reading simple texts and writing for a variety of purposes. To give all children the best opportunities for effective development and learning in Communication and Language (C & L) and Literacy (L) we give particular attention to:

- discrete teaching of synthetic phonics;
- opportunities for children to communicate thoughts, ideas and feelings and build up relationships with adults and each other;
- incorporating Communication and Language (C & L) and Literacy (L) development in planned activities in each area of learning;
- opportunities to share and enjoy a wide range of rhymes, music, songs, poetry, stories and non-fiction books;
- opportunities for linking language with physical movement in action songs and rhymes, role play and practical experiences such as cookery and gardening;
- planning an environment that reflects the importance of language through signs, notices and books;

- opportunities for children to see adults writing and for children to experiment with writing for themselves through making marks, personal writing symbols and conventional script;
- developing spoken language through conversations between children and adults, both one to one and in small groups;
- early identification of and response to any particular difficulties in children's language development;
- opportunities for children who use alternative communication systems to develop ways of recording and accessing texts to develop their skills in these methods.

The Early Years Foundation Stage (EYFS) guidance sets out the Early Year's Outcomes for language development and uses Development Matters to set this out. This together with continuous and enhanced provision, is our long term planning. Key outcomes are linked with other areas to provide medium term planning; short blocks of experiences which do not necessarily fall into half terms. The stepping stones to the outcomes will be covered by continuous provision, focused activities and enhanced provision. Opportunities for communication, language and literacy developed are linked to each area of continuous provision that forms the Foundation Scheme of Work (C3)

As pupils progress into the latter stages of EY, planning and provision remains in line with EYFS guidance. However, daily literacy skills will be delivered in the following manner:

- discrete phonic teaching;
- carpet sessions;
- some teaching of the whole class on a main literacy focus for the day;
- group play activities.

***By the end of the Early Years, most pupils will be able to:***

- Interact with others, negotiating plans and activities and taking turns in conversation;
- Enjoy listening to and using spoken and written language, and readily turn to it in their play and learning;
- Sustain attentive listening, responding to what they have heard by relevant comments, questions or actions;
- Listen with enjoyment, and respond to stories, songs and other music, rhymes and poems and make up their own stories, songs, rhymes and poems;
- Extend their vocabulary, exploring the meanings and sounds of new words;
- Speak clearly and audibly with confidence and control and show awareness of the listener, for example by their use of conventions such as greetings, 'please' and 'thank you'
- Use language to imagine and recreate roles and experiences;
- Use talk to organise, sequence and clarify thinking, ideas, feelings and events;
- Hear and say initial and final sounds in words, and short vowel sounds within words;
- Link sounds to letters, naming and sounding the letters of the alphabet;
- Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words;
- Explore and experiment with sounds, words and texts;
- Retell narratives in the correct sequence, drawing on language patterns of stories;
- Read a range of familiar and common words and simple sentences independently;
- Know that print carries meaning and, in English, is read from left to right and top to bottom;
- Show an understanding of the elements of stories, such as main character, sequence of events, and openings, and how information can be found in non-fiction texts to answer questions about where, who, why and how;
- Attempt writing for different purposes, using features of different forms such as lists, stories and instructions;
- Write their own names and other things such as labels and captions and begin to form simple sentences, sometimes using punctuation;
- Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed;

## KS1 – Years 1 and 2

During Key Stage 1 pupils will build on the early learning goals and learn to speak confidently and listen to what others have to say. They begin to read and write independently and with enthusiasm. They use language to explore their own experiences and imaginary worlds.

### Speaking and Listening

Pupils learn to speak clearly, thinking about the needs of their listeners. They work in small groups, with response partners and as a class, joining in discussions and making relevant points. They also learn how to listen carefully to what other people are saying, so that they can remember the main points. They learn to use language in imaginative ways and express their ideas and feelings when working in role and in drama activities.

### Reading

Pupils' interest and pleasure in reading is developed as they learn to read confidently and independently. They focus on words and sentences and how they fit into whole texts. They work out the meaning of straightforward texts and say why they like them or do not like them.

### Writing

Pupils start to enjoy writing and see the value of it. They learn to communicate meaning in narrative and non-fiction texts and spell and punctuate correctly.

Pupils will build on knowledge, skills and understanding from the foundation stage and will be taught the programmes of study from KS1 of the National Curriculum. The Primary National Strategy (PNS) will be used to support the teaching of the knowledge, skills and understanding identified in the National Curriculum. Pupils are split into homogenised phonic groups to enable the discrete teaching of phonics using the Read Write Inc scheme of work.

Units of work from the PNS are utilised and adapted by each teacher to plan weekly blocks of work. This is based on age-appropriate expectations. Learning objectives are tracked forwards or backwards in order to personalise learning to challenge more able pupils and support less able pupils, thereby ensuring all groups of pupils make good or better progress. Units of work have also been matched closely to the thematic curriculum to ensure that there are strong cross-curricular links between the different subjects and opportunities to apply literacy skills across the curriculum. Units of work are taught in the following sequence, some of which can be split into two 2 week blocks.

Y1		Y2	
Unit	Term	Unit	Term
Labels, lists and captions	Aut 1	Stories with familiar settings	Aut 1
Setting Descriptions		Instructions	
Instructions	Aut 2	Patterns on a page - poetry	Aut 2
Recounts and dictionary		Story Writing	
Stories about fantasy worlds Stories with familiar settings Traditional and fairy tales (including plays)	Spr 1	Non-Chronological reports Diary Entry	Spr 1
Stories from a range of cultures/stories with predictable and patterned language Pattern and rhyme	Spr 2	Recounts SATs	Spr 2

Fantasy Stories	Sum 1	Information Texts	Sum 1
Recounts and dictionary Poems on a theme Information Texts	Sum 2	Non-Chronological Reports Poetry	Sum 2

The length of time spent on each unit may vary depending on the specific needs of each cohort: Weekly plans are retained and replaced with modified updates as they are developed next time around so our core scheme remains developmental and up to date. Where appropriate, different genres will be incorporated in to each half term.

**By the end of KS1 most pupils will be able to:**

**Writing**– Communicate meaning in both narrative and non-narrative forms, using appropriate and interesting vocabulary, and showing some awareness of the reader. Ideas are developed in a sequence of sentences, usually demarcated by capital letters and full stops and there should be an understanding of when and how to use a question and exclamation mark. Simple, monosyllabic words are usually spelt correctly, and where there are inaccuracies the alternative is phonetically plausible. In handwriting, letters are accurately formed, consistent in size and should be mostly joined.

**Speaking and Listening**– Show confidence in talking and listening, particularly where the topics interest them. On occasions, they show awareness of the needs of the listener by including relevant detail. In developing and explaining their ideas they speak clearly and use a growing vocabulary. They usually listen carefully and respond with increasing appropriateness to what others say. They are beginning to be aware that in some situations a more formal vocabulary and tone of voice are used.

**Reading**– Read simple texts and show understanding and be generally accurate. They express opinions about major events or ideas in stories, poems and non-fiction. They use synthetic phonics as the prime approach to reading and apply skills to read unfamiliar words and establishing meaning.

<b>KS2 Years 3, 4, 5 and 6</b>
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During KS2 pupils learn to change the way they speak and write to suit different situations, purposes and audiences. They read a range of texts and respond to different layers of meaning in them. They explore the use of language in literary and non-literary texts and learn how language works.

**Speaking and Listening**

Pupils learn how to speak in a range of contexts, adapting what they say and how they say it to the purpose and the audience. Taking varied roles in different groupings gives them opportunities to contribute to situations with different demands. They also learn to respond appropriately to others, thinking about what has been said and the language used.

**Reading**

Pupils read enthusiastically a range of materials and use their knowledge of words, sentences and texts to understand and respond to the meaning. They increase their ability to read challenging and lengthy texts independently. They reflect on the meaning of texts, analysing and discussing them with others.

**Writing**

Pupils develop understanding that writing is both essential to thinking and learning, and enjoyable in its own right. They learn the main rules and conventions of written English and start to explore how the

English language can be used to express meaning in different ways. They use the planning, drafting and editing process to improve their work and to sustain their fiction and non-fiction writing.

Pupils will build on knowledge, skills and understanding from KS1 and will be taught the programmes of study from KS2 of the National Curriculum. The Primary National Strategy (PNS) will be used to support the teaching of the knowledge, skills and understanding identified in the National Curriculum. Those pupils who still require discrete phonic teaching in Lower Key Stage Two continue to be incorporated into homogenised phonic groups while Upper Key Stage Two pupils access the Fresh Start scheme of work.

Units of work from the PNS are utilised and adapted by each teacher to plan weekly blocks of work. This is based on age-appropriate expectations. Learning objectives are tracked forwards or backwards in order to personalise learning to challenge more able pupils and support less able pupils, thereby ensuring all groups of pupils make good or better progress. Units of work have also been matched closely to the thematic curriculum to ensure that there are strong cross-curricular links between the different subjects and opportunities to apply literacy skills across the curriculum. Units of work are taught in the following sequence, some of which can be split into two 2 week blocks.

#### Lower Key Stage Two

Y3		Y4	
Unit	Number of Weeks	Unit	Number of Weeks
Shape Poems	Aut 1	Creating images	Aut 1
Adventure Stories		Instructions/ Letters	
Non-Chronological Reports	Aut 2	Stories with historical settings	Aut 2
Instructions	Spr 1	Exploring form	Spr 1
Diary Entry		Explanation texts	
Setting Descriptions	Spr 2	Stories set in imaginary worlds	Spr 2
Persuasive Writing		Information texts	
Letters	Sum 1	Stories from other cultures	Sum 1
Poetry to Perform		Stories which raise issues/dilemmas	
Myths and Legends	Sum 2	Persuasive texts	Sum 2
		Plays	

#### Upper Key Stage Two

Y5		Y6	
Unit	Number of Weeks	Unit	Number of Weeks
Newspaper Report	Aut 1	Journalistic Writing	Aut 1
Story writing (Talk for Writing)		Balanced and Biased Arguments	
Diary entry	Aut 2	Diary and Letter Writing	Aut 2
Poetry		Horror Stories SATs practice and revision	
Balanced argument (IPEELL)	Spr 1	Journalistic writing	Spr 1
Story writing		Argument	
Fable Writing	Spr 2	Extending narrative	Spr 2
Non-Chronological Report		Formal/impersonal writing	

Recount	Sum 1	SATS practice and revision Finding a voice	Sum 1
Information leaflet			
Story Writing	Sum 2	Transition Unit	Sum 2
Instructions			

The length of time spent on each unit may vary depending on the specific needs of each cohort: Weekly plans are retained and replaced with modified updates as they are developed next time around so our core scheme remains developmental and up to date. Where appropriate, different genres will be incorporated in to each half term.

**By the end of Lower KS2: (Y4) Most pupils will be able to:**

**Writing**– Organise their writing, making it imaginative and clear and using paragraphs where appropriate. The main features of different forms of writing are used correctly, beginning to be adapted to different readers. Sequences of sentences extend ideas logically and words are chosen, for variety and interest. The grammatical structure of sentences is usually correct. Spelling is usually accurate, including that of common, polysyllabic words. Punctuation to mark sentences – full stops, capital letters, question marks, exclamation marks, speech marks and apostrophes – are used accurately. Handwriting is clear legible and consistently joined. Children should be able to edit and up-level their own work taking account of word choice, grammar, spelling and punctuation.

**Speaking and Listening**– Talk and listen confidently in different contexts, exploring and communicating ideas. In discussion, they show understanding of the main points. Through relevant comments and questions, they show they have listened carefully. They begin to adapt what they say to the needs of the listener, varying the use of vocabulary and the level of detail. They are beginning to be aware of standard English and when it is used.

**Reading**– Read a range of texts fluently and accurately. They read independently, using strategies appropriately to establish meaning. In responding to fiction and non-fiction they show understanding of the main points and express preferences. They use their knowledge of the alphabet to locate books and find information.

**By the end of Upper KS2: (Y6) Most pupils will be able to:**

**Writing**- Write in a range of forms that is lively and thoughtful. Ideas are often sustained and developed in interesting ways and organised appropriately for the purpose of the reader. Vocabulary choices are often adventurous and words are used for effect. Pupils are able to use grammatically complex sentences, extending meaning. Spelling, including that of polysyllabic words that conform to regular patterns, is accurate. The use of commas, dashes, colons and hyphens are used correctly and there is a growing awareness of punctuation for parenthesis. Handwriting style is fluent, joined and legible.

**Speaking and Listening**– Talk and listen with confidence and an increasing range of contexts. Their talk is adapted to the purpose; developing ideas thoughtfully, describing events and conveying their opinions clearly. In discussion, they listen carefully, making contributions and asking questions that are responsive to others’ ideas and views. They use appropriately some of the features of standard English vocabulary and grammar.

**Reading**– Show understanding of significant ideas, themes, events and characters, beginning to use inference and deduction in responding to a range of texts. They refer to the text when explaining their views. They locate and use ideas and information.

**More able pupils will be able to:**

**Writing**– Make their writing varied and interesting, conveying meaning clearly in a range of forms for different readers, using a more formal style where appropriate. Vocabulary choices are imaginative and

words are used precisely. Simple and complex sentences are organised into paragraphs. Words with complex regular patterns are usually spelt correctly. A range of punctuation, including commas, apostrophes and inverted commas, is usually used accurately. Handwriting is joined, clear and fluent and, where appropriate, is adapted to a range of tasks.

### **Pupils identified as Gifted, will be able to:**

**Writing**– Engage and sustain the readers’ interest, showing some adaptation of style and register to different forms, including using an impersonal style where appropriate. Pupils use a range of sentence structures and varied vocabulary to create effects. Spelling is generally accurate, including that of irregular words. Handwriting is neat and legible. A range of punctuation is usually used correctly to clarify meaning, and ideas are organised into paragraphs.

**Speaking and Listening**– Adapt their talk to the demands of different contexts with increasing confidence. Their talk engages the interest of the listener through the variety of its vocabulary and expression. Pupils take an active part in discussion, showing understanding of ideas and sensitivity to others. They are usually fluent in their use of standard English in formal situations.

**Reading** – In reading and discussing a range of texts, identify different layers of meaning and comment on their significance and effect. They give personal responses to literacy texts, referring to aspects of language, structure and themes in justifying their views. They summarise a range of information from different sources.

### **Promoting pupils’ spiritual, moral, social and cultural development through English**

Our English curriculum provides opportunities to promote:

- *spiritual development*, through helping pupils represent, explore and reflect on their own and others’ inner life in drama and the discussion of texts and ideas.
- *moral development*, through exploring questions of right and wrong, values and conflict between values in their reading of fiction and non-fiction, in their discussions and in drama
- *social development*, through helping pupils collaborate with others to create or present devised or scripted drama and to take account of the needs of the audience and the effects they wish to achieve when adapting their speech and writing, and through reading, reviewing and discussing texts that present issues and relationships between groups and between the individual and society in different historical periods and cultures.
- *Cultural development*, through helping pupils explore and reflect on the way that cultures are represented in their stories and poems, through introducing pupils to the English literary heritage, and through learning about language variation in English and how language relates to national, regional and cultural identities.

### **Promoting key skills through English**

English provides opportunities for pupils to develop the key skills:

- *communication*, through work at all key stages on speaking and listening, reading and writing.
  - contributing to a discussion, making clear and relevant contributions and listening and responding appropriately
  - giving a short talk with a clear structure, speaking clearly and illustrating main points
  - selecting, reading and summarising information, identifying the main points and lines of reasoning
  - writing that presents relevant information in a structured way and is technically accurate
- *ICT*, through opportunities to work on screen and with a variety of media and to communicate using e-mail and the Internet
- *working with others*, through collaborative group work, drama and performing arts

- *improving own learning and performance*, through self target setting, the process of drafting writing and of reflecting on what has been spoken, performed, read and written
- *problem solving*, through group work and drama

### *Use of Information and Communication Technology within English*

1. Pupils will be given opportunities to apply and develop their ICT capability through the use of ICT tools to support their learning in all subjects
2. Pupils will be given opportunities to support their work by being taught to;
  - a. find things out from a variety of sources, selecting and synthesising the information to meet their needs and developing an ability to question its accuracy, bias and plausibility
  - b. develop their ideas using ICT tools to amend and refine their work and enhance its quality and accuracy
  - c. exchange and share information, both directly and through electronic media
  - d. review, modify and evaluate their work, reflecting critically on its quality, as it progresses

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