English - curriculum information

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to write and speak 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, 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.

The overarching aim for English in the national curriculum is to promote high standards of literacy by equipping pupils with a strong command of the written and spoken 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.

What children learn in Year 3:

Reading			
Themes and conventions	**Comprehension**	**Inference**	**Language for effect**
Identify the main purpose of texts, e.g. *"This book will help us learn about …"; "I can use this to find out about…"* Identify author viewpoint with reference to text, e.g. *"The writer wants us to be afraid of him by saying he has a scar across his face."*	Express personal responses to fiction, non-fiction and poetry. Be able to explain the meaning of words in context, e.g. using dictionaries or knowledge of spelling conventions. **Be able to locate key information for a purpose.** Ask questions to improve understanding. Make predictions based on what is stated and implied. Identify the main ideas from more than one paragraph. Discuss and identify how structure and presentation contribute to meaning.	**Infer characters' feelings, thoughts and motives from their actions, e.g.** *"He wasn't happy there – that's why he ran away."* Begin to understand what the writer is implying in a text e.g. *"It doesn't say that she doesn't like her bother but there are clues."* Predict what might happen from details stated and attempt to predict from details implied. Identify main ideas from more than one paragraph, e.g. *use evidence from across a text to explain events and/or ideas.*	Understand how language in different texts appeals to readers. **Identify features that writers use to provoke readers' reactions, e.g.** *descriptive and emotive language.* Understand how writers use figurative and expressive language to create images and atmosphere. Discuss how language is used to create emphasis, humour, atmosphere or suspense.

Writing				
Sentence structure and punctuation	**Text structure and organisation**	**Vocabulary**	**Planning and drafting**	**Evaluating and editing**
Sentence openings – vary sentences for clarity, e.g. 'slowly, the wolf crept into the house'; 'the green, scaly dragon roared furiously'. Express time, place and cause using conjunctions, e.g. when, before, after, while, so, because. Express time, place and cause using adverbs, e.g. then, next, soon, therefore. Express time and place using prepositions, e.g. before, after, during, in, because of. Use present perfect verbs in addition to the past tense, e.g. 'He has gone out to play' rather than 'He went out to play'. Begin to use inverted commas to punctuate direct speech.	With support, begins to use paragraphs to organise ideas. Narratives include: opening, dilemma, conflict, problem, resolution, ending. Use simple, organisational devices, e.g. subheadings, bullet points, text layout, possible links to ICT. Use rhetorical questions to draw the reader in. Use of the perfect form of the verbs to mark relationships of time and cause, e.g. 'I have written it down so we can check what he said'.	Varied vocabulary across fiction and non-fiction, including technical vocabulary related to the subject. Explore nuances of meaning through reading and discussion and apply in writing to create a specific effect. Begin to experiment with figurative language. Use words and phrases that capture the reader's interest and imagination.	Use reading experiences and understanding of structural organisers to help plan their writing in a genre/text type. Discuss and record ideas before writing. Compose/rehearse sentences orally specific to the genre/text type. Plan with a clear purpose, audience and form. Enhance the effectiveness of what is written.	Evaluate own writing against the purpose, text structure and language features of the genre/text type. Make improvements related to aspects of appendix 2 statutory requirements relating to the needs of the children. Proofread for spelling and punctuation errors (cross-reference to Word List for Y3/4 where appropriate). Read aloud own writing using appropriate intonation, tone and volume to make the meaning clear.

What children learn in Year 4:

Reading			
Themes and conventions	**Comprehension**	**Inference**	**Language for effect**
Identify and explain the main purpose of texts in relation to the reader, e.g. "*This book is just to give facts but this one tells us what people think as well.*"; "*it tells us not to be taken in by how things look.*" **Express personal opinion of writer's viewpoint and effect on the reader, e.g. "The writer thinks families care about each other but sometimes they don't."** Identify themes in a wide range of texts, e.g. *Triumph of good over evil* Comment on how writer's use conventions to engage the reader e.g. letters, postcards, diaries, maps and contribute to meaning, e.g. "The pictures tell a different story"; "*The letters show us that he's keeping things back so as not to worry them.*" Recognise different forms of poetry, e.g. *free verse, narrative poems.*	**Ask questions to improve their understanding of a text, e.g. pupils ask questions linked to author purpose/themes/broader learning, "What happened to the girl after the story ended?"; "What was the largest dinosaur that ever lived?"** Be able to explain the meaning of words in context, e.g. *using dictionaries or knowledge of spelling conventions.* Be able to locate key information efficiently, for a purpose. Prepare poem and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action, e.g. *pupils choose own poem linked to theme/topic; use drama or drama techniques to convey meaning; pupils negotiate own roles prior to performance.* Express personal responses to fiction, non-fiction and poetry Identify main ideas drawn from more than one paragraph and summarise these. Identify how structure and presentation contribute to meaning, e.g. pupils comment on the usefulness of diagrams, photos, subheadings.	Infer characters' feelings, thoughts and motives from their actions and justifying inferences with evidence, e.g. *"There are clues that tell us he wasn't happy there – that's why he ran away."* **Understand the difference between what is written and what is implied in a text, e.g. What I know… what I think I know.** Predict what might happen from both details stated and those implied. Identify main ideas drawn from more than one paragraph and summarise these, e.g. use evidence from across a text to explain events and/or ideas such as, "*We know that girls weren't treated fairly,*" or *"This chapter lets us know that William would rather be living in England with his Dad."*	Identify words or phrases that capture their interest and imagination, e.g. *"I like 'maze of hills'; it makes me think of a mysterious place."* **Discuss how shades of meaning can affect understanding, e.g. 'Desperately fast' might mean they are running from something.** Explore the origins of words within texts read. Demonstrate understanding of figurative language, e.g. *in discussion, children find examples and comment on impact.*

Writing				
Sentence structure and punctuation	**Text structure and organisation**	**Vocabulary**	**Planning and drafting**	**Evaluating and editing**
Use fronted adverbials, including correct use of commas, e.g. *'Later that day, I heard the bad news.'* *'Many years ago, Eric sailed to Greenland.'* Use apostrophes to mark plural possession, e.g. *the girls' names.* Secure use of direct speech punctuation and layout, including new speaker = new line and punctuation within and surrounding inverted commas. <u>Develop the use of relative clauses beginning with *who, which, where, that.*</u> Extend the range of sentences with more than one clause by using a wider range of conjunctions, including *when, if, because, although.*	Secure the use of paragraphs to organise ideas around a theme. <u>Some attempt to link paragraphs together across a text.</u> Organise narrative into chapters, using structure: *intro, build-up, conflict, resolution.* Use 1st and 3rd person appropriately and consistently throughout the text. **Writing shows language and structural features of given text type/genre.** Use a range of organisational devices, e.g. *subheadings, bullet points, text layout, possible links to ICT, graphic organisers (such as 'story mountain').*	Varied vocabulary across fiction and non-fiction, including technical vocabulary related to the subject. **Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.** <u>Select appropriate vocabulary to create settings, characters and plot.</u> Effectively use conjunctions, adverbs and prepositions to express time, cause and place.	<u>Use reading experiences and understanding of structural organisers to help plan their writing in a genre/text type.</u> Discuss and record ideas before writing. Compose/rehearse sentences orally specific to the genre/text type. **Plan with a clear purpose, audience and form.** Enhance the effectiveness of what is written.	**Evaluate own writing against the purpose, text structure and language features of the genre/text type.** Make improvements related to aspects of appendix 2 statutory requirements relating to the needs of the children. Proofread for spelling and punctuation errors (cross-reference to Word List for Y3/4 where appropriate). Read aloud own writing using appropriate intonation, tone and volume to make the meaning clear. <u>Propose changes to grammar and vocabulary to improve consistency, including accurate use of pronouns in sentences.</u>

What children learn in Year 5:

Reading			
Themes and conventions	**Comprehension**	**Inference**	**Language for effect**
Make comparisons within and across texts Identifying some themes and conventions, e.g. *" I know Shakespeare wants to show how brave this character is in this play, and in this play he does the same by ... "or "These authors explore friendship but this text shows the unhappiness of one friend whereas in this text both characters are..."* Express personal opinions about a wide range of texts.	Express personal opinions about a wide range of texts. **Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context, e.g. *why the author describes the character as being 'jaded'; pupils re-read to check new meaning in context.*** <u>Identify and discuss the significance of texts that are structured in different ways and for different purposes.</u> Summarise main ideas from more than one paragraph, identifying key details that support the main ideas. Ask questions in order to interrogate the text. Make comparisons within and across texts.	Summarise the main ideas drawn from more than one paragraph, identifying some key details that support them, e.g. *"This chapter is about the way children suffered; it says X and X but the other text presents things differently ..."; "It's all about how difficult it was for the explorers: the food, weather, communication etc."* **Explain inferred meanings drawing on evidence across the text/s, e.g. *"They both show dads in different ways; Sarah's dad told lies to cover up what he'd done and the dad in the story was the opposite; he always told the truth even though he'd go to jail".*** Make inferences based on textual evidence, e.g. *read between the lines and find evidence for the interpretation.* <u>Predict from details stated and implied and modify predictions in the light of new evidence.</u>	Understand how writers use language for comic and dramatic effect. **Understand how word meanings change when used in different contexts.** Recognise rhetorical devices, e.g. *those used to argue, persuade, mislead and sway the reader.* <u>Recognise nuances in vocabulary choices.</u>

Writing				
Sentence structure and punctuation	**Text structure and organisation**	**Vocabulary**	**Planning and drafting**	**Evaluating and editing**
Use the perfect form of verbs to mark relationships of time and cause, e.g. *'She has downloaded some songs', 'I had eaten my lunch'.* <u>Use expanded noun phrases to convey complicated information concisely, e.g. *'underneath the dense forest canopy'.*</u> Use modal verbs or adverbs, indicating possibility, e.g. *'The ride may be too scary', 'You should look for your brother'.* Use relative clauses beginning with who, which, where, when, whose, that or with an implied/omitted relative pronoun, e.g. *'The boy who lives near school'* and *'The prize that I won'.* **Use commas to extend sentences, clarify meaning or to avoid ambiguity, e.g. *'That's pretty, Keith',* or *'That's pretty Keith (he's a dish)'.*** Use semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma. Use brackets and dashes to indicate parenthesis.	**Use devices to build cohesion across a text and within paragraphs, e.g. *use of pronoun, connectives and connective phrases.*** Use a wide range of presentational and organisational devices to structure texts. Use mixed text types in writing for a variety of purposes, e.g. *persuasive letter, instructions.* Make links across paragraphs to effectively control text, e.g. *use of adverbials for time and place, tense choices, closings refer back to openings.* Narratives describe setting, character and atmosphere. Use dialogue to convey character and advance the action. <u>Use flashbacks and non-linear text structures.</u>	**Select appropriate vocabulary to enhance meaning or emphasis in narrative, e.g. *'The dragon trundled down the path'* and technical language in non-fiction.** Use descriptive language in order to create setting and character. Use new vocabulary and patterned phrases from reading/own experiences to help engage the reader. Take an interest in, enjoy and explore new vocabulary in order to support their writing. <u>Use dialogue to convey character.</u>	Identify the audience and purpose. **Suggest an appropriate form of writing.** Use note-making to record ideas in reading and research. Plan with a clear purpose, audience and form. <u>Independently enhance the effectiveness of writing through reading, evaluating and redrafting.</u>	<u>Evaluate and edit by proposing changes to vocabulary for meaning, effect and emphasis.</u> Ensure consistent and correct use of tense throughout a piece of writing. Ensure correct subject and verb agreement. Present/perform their writing, if appropriate, using intonation, volume and movement to make the meaning clear. Evaluate and edit own and others' writing against a set criteria, some of which may be generated by themselves. Proofread for spelling and punctuation errors (cross-reference to word list for Y5/6 where appropriate). **Learn, use and apply the grammar for year 5 appendix 2, through discussion, editing and evaluating reading and writing.**

What children learn in Year 6:

Reading			
Themes and conventions	**Comprehension**	**Inference**	**Language for effect**
Make comparisons within and across texts discussing themes, e.g. *heroism such as Rosa Parks, Grace Darling or fictional characters and conventions e.g. narrative conventions in a range of genre, ballads, news reports.* Identify the main purpose and viewpoint within and across genres and overall effect on the reader, e.g. *social relationships, community, bias.* **Identify and comment on features common to different text or versions of the same text, e.g. characters, settings, presentational features; "In these texts the characters have no positive attributes"; "The writers use openings that imply the character is driving the narrative"; "The texts are all in favour of space exploration."** <u>Some explanation of how context contributes to meaning, e.g. *how historical context influenced adverts or war reports from different times and places; how a novel relates to when and where it was written.*</u> Comment on the differences in author viewpoint of the same event, e.g. *fictional and factual accounts of the Spanish Armada.*	**Clearly identify the most relevant points, including those selected from different places in the text.** Make comments generally supported by relevant textual reference or quotation. <u>Comment on structural choices showing some general awareness of authors' craft, e.g. "It tells you all the things burglars can do to a house and then the last section explains how the alarm protects you."</u> Clearly identify various features relating to organisation at text level, including form, with some explanation, e.g. *"Each section starts with a question as if he's answering the crowd".* Summarise the main ideas and, drawing from more than one paragraph, identify key details. Distinguish between fact and opinion.	Provide explanations of inferred meaning drawing on evidence across the text/s, e.g. *"Eagles are predators because in every chapter it tells you how animals hide and how small animals get caught".* Make inferences based on textual evidence, e.g. *read between the lines and find evidence for the interpretation.* **Drawing on a range of evidence from different parts of the text, confidently predict in detail using information stated and implied.** **Make structured responses by stating the point, finding evidence and explaining ideas.** Summarise in depth the main ideas drawn from more than one paragraph, explaining key details that support them.	**Evaluate how authors use language and its effect on the reader.** <u>Evaluate the impact of figurative language including its effect on the reader.</u> Understand and use appropriate terminology to discuss texts, e.g. *metaphor, simile, analogy, imagery, style and effect.*

Writing				
Sentence structure and punctuation	**Text structure and organisation**	**Vocabulary**	**Planning and drafting**	**Evaluating and editing**
Use of subjunctive form, e.g. *'If only I were taller…', 'The school requires that all teachers be younger than 35'.* Use passive verbs to affect the presentation of information in a sentence, e.g. *'Our child was eaten by a teacher', 'A child was spotted gesticulating at drivers on Mill Street'.* Use of modal verbs and adverbs to indicate degrees of possibility, probability and certainty. **Consciously control sentence structure in writing, demonstrating understanding of why sentences are constructed as they are.** Use hyphens to avoid ambiguity, e.g. *man-eating shark, recover/re-cover.* Use semi-colons, colons or dashes to mark boundaries between independent clauses. Use a colon to introduce a list and punctuate bullet points correctly.	**Use an appropriate form, audience and register to match purpose of the writing, e.g. *an eyewitness report for the police is: audience (police); purpose (recount).*** Independent writing shows structural features of a given text type/genre. Some shaping of paragraphs evident, e.g. *highlight or prioritise information, build tension or interject comment.* Use a range of presentational and organisational devices to structure text and guide the reader, e.g. *use of illustrations, hyperlinks, flashbacks, single line paragraph for effect.* Secure use of mixed genres for a variety of purposes, e.g. *fictional newspaper report, persuasive letter.* Use devices to build cohesion, e.g. *repetition of a word/phrase.*	Recognise differences between informal and formal language. Vary vocabulary across a range of genres/text types including technical vocabulary related to subject. Understand nuances in vocabulary choice. Select appropriate grammar and vocabulary to enhance meaning and for emphasis, e.g. *use of subordinate clauses and adverbial phrases to enhance meaning; use of expanded noun phrases to convey complicated information concisely.* **Use figurative language to develop setting, character and atmosphere.**	**Independently identify the audience, purpose, form and style of writing.** Use note-making techniques to plan, develop and summarise ideas using reading and research where appropriate. Independently plan own ideas for developing characters, settings and narrative structure. Independently plan using appropriate features of non-fiction/mixed text types. Make appropriate choices of grammar and vocabulary to clarify and enhance meaning. Independently enhance the effectiveness of writing through reading, evaluating and redrafting.	Evaluate and edit by proposing changes to vocabulary for meaning, effect and emphasis. Précis longer passages. **Learn, use and apply the grammar for year 6 appendix 2, through discussion, editing and evaluating reading and writing.** Proofread for spelling and punctuation errors (cross-reference to word list for Y5/6 where appropriate). Evaluate and edit own and others' writing against a set criteria, generated by themselves or other pupils.