

English

at Norton CP School

This document outlines the progression within areas of the English curriculum. Primarily produced for quick-reference, the additional documents - for this area of the curriculum - are also to be considered prior to planning units of work. These supplementary documents detail our whole-school approach to teaching English as well as providing comprehensive support for preparing a progressive curriculum.

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Text types

Writing to entertain

Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<ul style="list-style-type: none"> • Stories • Descriptions • Poetry • In-character / role 	<ul style="list-style-type: none"> • Stories • Descriptions • Poetry • In-character / role 	<ul style="list-style-type: none"> • Stories • Descriptions • Poetry • Characters and settings 	<ul style="list-style-type: none"> • Stories • Descriptions • Poetry • Characters and settings 	<ul style="list-style-type: none"> • Stories • Descriptions • Poetry • Characters and settings 	<ul style="list-style-type: none"> • Stories • Descriptions • Poetry • Characters and settings • Playscripts

Writing to inform

<ul style="list-style-type: none"> • Recount • Letter • Instructions 	<ul style="list-style-type: none"> • Recount • Letter • Instructions 	<ul style="list-style-type: none"> • Explanation • Recount • Letter • Biography • Newspaper article 	<ul style="list-style-type: none"> • Explanation • Recount • Letter • Biography • Newspaper article 	<ul style="list-style-type: none"> • Report • Recount • Biography • Newspaper article • Diary 	<ul style="list-style-type: none"> • Report • Recount • Biography • Newspaper article • Diary
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Writing to persuade

Through discussion and role-play	Primarily pictorial short texts such as: <ul style="list-style-type: none"> • Holiday brochure • Describing food 	<ul style="list-style-type: none"> • Letter • Poster • Advertising 	<ul style="list-style-type: none"> • Letter • Poster • Advertising • leaflet 	<ul style="list-style-type: none"> • Letter • Advertising • Booklet • Speech 	<ul style="list-style-type: none"> • Letter • Advertising • Booklet • Speech
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Writing to discuss

Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Developed verbally (possible hot seating)	<p>Thought bubbles</p> <ul style="list-style-type: none"> • Lists of pros and cons for tricky real-life situations 	<p>Continue to use discussion and role-play</p> <ul style="list-style-type: none"> • Respond to challenge cards in written form [problem in a text or real-life] 	<p>Continue to use discussion and role-play</p> <ul style="list-style-type: none"> • Writing viewpoints from a historical moment of textual event 	<p>Begin to appreciate difference between persuasion and discussion</p> <ul style="list-style-type: none"> • Letters • Balanced opinion pieces for newspapers • Longer discussion pieces such as a review or essay answering a question or statement 	<p>Extend written formats</p> <ul style="list-style-type: none"> • Balanced argument / essay discussion • Newspaper article • Review • Closing statements for court case

Vocabulary, grammar and punctuation

Punctuation

Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<ul style="list-style-type: none">Capital letters to start sentences and for I and proper nouns (names)Question marksExclamation marksFinger spacesFull-stop	<p>Revise and consolidate Y1 content and:</p> <ul style="list-style-type: none">Apostrophes for contractionsCommas for lists	<p>Revise and consolidate Y1 and Y2 content and:</p> <ul style="list-style-type: none">Apostrophes for singular possessionInverted commas for direct speech	<p>Revise and consolidate previous content and:</p> <ul style="list-style-type: none">Use all punctuation for speech accurately [The conductor shouted, “Sit down!”]Apostrophes to mark plural possession including irregular pluralsUse of commas after fronted adverbials	<p>Revise and consolidate previous content and:</p> <ul style="list-style-type: none">Brackets, dashes or commas for parenthesesUse of commas to clarify meaning or avoid ambiguity	<p>Revise and consolidate previous content and:</p> <ul style="list-style-type: none">Use of the semi-colon, colon or dash to mark the boundary between independent clauses [It's raining; I'm fed up].Use of the colon to introduce lists and use of semicolons within lists.Bullet pointsHow hyphens can be used to avoid ambiguity.Ellipsis to both indicate something is missing or to create suspense.

Word (spelling rules)

Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<ul style="list-style-type: none"> Pluralise nouns using 's' or 'es' Suffixes added to verbs where no change is needed in the spelling of the root word (e.g. helping, helped, helper) How the prefix un- changes the meaning of verbs and adjectives (e.g. unkind, untie) 	<ul style="list-style-type: none"> Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as –ful, –less Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs 	<ul style="list-style-type: none"> Formation of nouns using a range of prefixes [for example super–, anti–, auto–] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] 	<ul style="list-style-type: none"> The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] 	<ul style="list-style-type: none"> Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] Verb prefixes [for example, dis–, de–, mis–, over– and re–] 	<ul style="list-style-type: none"> The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] How words are related by meaning as synonyms and antonyms [for example, big, large, little].

Statutory Spelling

Year One	Year Two	Year Three	Year Four	Year Five	Year Six
The, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our	after, again, any, bath, beautiful, because, behind, both, break, busy, child, children, Christmas, class, climb, clothes, cold, could, door, even, every, everybody, eye, fast, father, find, floor, gold, grass, great, half, hold, hour, improve, kind, last, many, mind, money, most, move, Mr, Mrs, old, only, parents, pass, past, path, people, plant, poor, pretty, prove, should, steak, sugar,	accident, actual, actually, address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy, business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight, eighth, enough, exercise, experience, experiment, extreme, famous, February, forward, fruit, grammar	group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion, occasionally, often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possession, possess, possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though, thought, through, various, weight, woman, women	accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience, conscious, controversy, convenience, correspond, criticise, curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equipped, equipment, especially, exaggerate, excellent, existence explanation.	identity, immediate(ly), individual, interfere, interrupt, language, leisure, lightning, government, guarantee, harass, hindrance, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, familiar, foreign, forty, frequently, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht, marvellous, mischievous, muscle, necessary, secretary, shoulder, signature, sincere(ly), soldier, stomach, sufficient, suggest, explanation, neighbour, nuisance, occupy, occur

Sentence (grammar)

Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<ul style="list-style-type: none"> How words can combine to make sentences Joining words and joining clauses using and 	<ul style="list-style-type: none"> Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command 	<ul style="list-style-type: none"> Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] 	<ul style="list-style-type: none"> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.] 	<ul style="list-style-type: none"> Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] 	<ul style="list-style-type: none"> Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]

Text (grammar)

Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<ul style="list-style-type: none"> Sequencing sentences to form short narratives 	<ul style="list-style-type: none"> Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] 	<ul style="list-style-type: none"> Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] 	<ul style="list-style-type: none"> Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition 	<ul style="list-style-type: none"> Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] 	<ul style="list-style-type: none"> Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]

Presentation

Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<ul style="list-style-type: none"> • Printing clearly • Finger spaces • Using a sharp pencil • Beginning to use a ruler appropriately • Use appropriate poetry presentation 	<ul style="list-style-type: none"> • Start to join letters when writing • Underline their own date and title • Begin to cross out mistakes neatly with a ruler • Use appropriate poetry presentation • Flow charts 	<ul style="list-style-type: none"> • Use consistent joins across their writing • Some children with excellent presentation to write in pen • Headings and sub-headings to aid presentation • Leaving a line between paragraphs 	<ul style="list-style-type: none"> • Taking pride in their work across the curriculum understanding where pictures may supplement written work • Diagrams • Use appropriate poetry presentation • Use columns where appropriate for layout purposes • Understanding that more than one paragraph may be necessary after a subheading (e.g. non-chronological report) • Glossaries for technical vocabulary • Fact boxes 	<ul style="list-style-type: none"> • Layout devices such as bullet points, italics and underlining for emphasis, or technical vocabulary • Parentheses • Other options for structuring text such as tables, headings, sub-headings and columns. 	<ul style="list-style-type: none"> • Choosing layout devices independently [for example, headings, sub-headings, columns, bullets, or tables, to structure text]

Terminology for pupils

Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<ul style="list-style-type: none"> • letter • capital letter word • singular • plural sentence punctuation • full-stop • question mark • exclamation mark 	<ul style="list-style-type: none"> • noun • noun phrase • statement • question • exclamation • command • compound • suffix • adjective • adverb • verb tense (past, present) • apostrophe • comma 	<ul style="list-style-type: none"> • preposition • conjunction • word family • prefix • clause • subordinate clause • direct speech • consonant • consonant • letter • vowel • inverted commas (or ‘speech marks’) 	<ul style="list-style-type: none"> • determiner • pronoun • possessive • pronoun • adverbial 	<ul style="list-style-type: none"> • modal verb • relative pronoun • relative clause • parenthesis • bracket • dash • cohesion • ambiguity • bullet points 	<ul style="list-style-type: none"> • subject • object • active • passive • synonym • antonym • ellipsis • hyphen • colon • semi-colon • bullet points