English Curriculum Intent statement
"If you are going to get anywhere in life you have to read a lot of books." – Roald Dahl

"You can make anything by writing." --C.S. Lewis

What is the intention of our English curriculum?

What are our aims?
At Whybridge Junior School, we follow the National Curriculum in England and aim to design a curriculum to develop speech and language, reading and writing so that children can reach and exceed their potential. 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. To further develop their knowledge, we aim to provide opportunities so that children are confident to use the skills they have learned in Literacy and apply it across all curricular areas.

What is our rationale?
Our rationale for teaching English at Whybridge Junior School 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 sequence of lessons is taught in the order chosen to allow the best progression possible for children, building on prior knowledge and applying their skills across the curriculum. In writing, pupils are taken on a journey which builds their knowledge of writing for context and purpose, allows the opportunities for the children to explore a variety of genres, planning, drafting and re-drafting their writing. In order to establish this, pupils will develop their knowledge of genre features, audience, language and effective composition. It is our intention to broaden our pupils' exposure to high level vocabulary to allow pupils to apply their understanding of vocabulary and grammatical features within and across the English curriculum. We intend that pupils learn how to understand the relationships between words, word meaning, implied meaning and figurative language within writing lessons, whilst ensuring that children are supported in their spelling strategies.

What are the attitudes we want to foster?
- To develop a love of reading that will start from the time they join the school and will follow into secondary education and beyond;
- To develop a 'language rich' environment whereby children endeavour to broaden their vocabulary;
- As in all areas of school life we will always encourage open-mindedness, self-assessment, perseverance and responsibility in English;
- Giving children opportunities to work both as part of a team as well as independently.

British Values in English
At Whybridge Junior School, our values are at the heart of all we do: within our English teaching in the academy, we strive to provide opportunities for pupils to develop their own core values whilst instilling the Fundamental British Values in many opportunities within units of work. Here are some examples of how we consolidate our pupils' understanding of British Values hand in hand with our own English curriculum:

***Democracy*:**
Pupils will learn about democracy through the choice of English literature used.

***Individual Liberty*:**
Pupils will develop their individual liberty through freedom and choice of the content, audience and purpose of their writing (including developing and justifying own opinions).

Tolerance and Mutual Respect:
Pupils will learn about mutual respect through exploring character's relationships, friendships and behaviours. Children will be provided with the opportunity to discuss, debate and justify their own views and opinions, which in turn will develop empathy for others. Children will read and write about others' personal experiences through autobiography work, non-fiction texts and narrative work.

Rule of Law:
Texts are chosen to provide our pupils with a chance to explore the rule of the law in an age-appropriate manner.

How will we implement our English curriculum?

Planning for all English lessons is done using the 2014 National Curriculum and the KS2 Skills progressions statements. This ensures that knowledge, skills and understanding is developed throughout the year (short-term) and the Key Stage (long-term). Planning is sequenced, using a visual map so that new knowledge and skills build on what has been taught before and towards defined end points. There is joined up planning of sequences of lessons to ensure pupils are able to connect new knowledge with existing knowledge.

English is delivered as a discreet subject (one-hour per day and forty minutes per day for reading) with lessons planned within a secure teaching sequence using a quality text as a starting point to develop the children's speaking and listening, reading and writing skills. Within this teaching sequence children experience grammar and punctuation lessons. In many cases links will be made by the teacher to the areas of the wider curriculum being studied that term to give purpose to their final written outcomes. Alongside this, children experience lessons in spelling and handwriting.

Writing progression:

	Year 3	Year 4	Year 5	Year 6
Phonic & Whole word spelling	· spell further homophones · spell words that are often misspelt (Appendix 1)	· spell further homophones · spell words that are often misspelt (Appendix 1)	· spell some words with 'silent' letters · continue to distinguish between homophones and other words which are often confused · use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1	· spell some words with 'silent' letters · continue to distinguish between homophones and other words which are often confused · use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1
Other word building spelling	· use further prefixes and suffixes and understand how to add them · place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals · use the first 2 or 3 letters of a word to check its spelling in a dictionary	· use further prefixes and suffixes and understand how to add them · place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals · use the first 2 or 3 letters of a word to check its spelling in a dictionary	· use further prefixes and suffixes and understand the guidance for adding them · use dictionaries to check the spelling and meaning of words · use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary	· use further prefixes and suffixes and understand the guidance for adding them · use dictionaries to check the spelling and meaning of words · use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
Transcription	· write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	· write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.		
Handwriting	· 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	· 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	· 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	· 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
Contexts for Writing	· discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	· discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	· identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own · in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	· identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own · in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
Planning Writing	· discussing and recording ideas · composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	· discussing and recording ideas · composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	· noting and developing initial ideas, drawing on reading and research where necessary	· noting and developing initial ideas, drawing on reading and research where necessary
Drafting Writing	· organising paragraphs around a theme · in narratives, creating settings, characters and plot · in non-narrative material, using simple organisational devices (headings & subheadings)	· organising paragraphs around a theme · in narratives, creating settings, characters and plot · in non-narrative material, using simple organisational devices (headings & subheadings)	· selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning · in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action · précising longer passages · using a wide range of devices to build cohesion within and across paragraphs · using further organisational and presentational devices to structure text and to guide the reader	· selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning · in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action · précising longer passages · using a wide range of devices to build cohesion within and across paragraphs · using further organisational and presentational devices to structure text and to guide the reader
Editing Writing	· assessing the effectiveness of their own and others' writing and suggesting improvements · proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences · proofread for spelling and punctuation errors	· assessing the effectiveness of their own and others' writing and suggesting improvements · proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences · proofread for spelling and punctuation errors	· 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 · proofread for spelling and punctuation errors	· 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 · proofread for spelling and punctuation errors
Performing Writing	· read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	· read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	· perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	· perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Vocabulary	· extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although · choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition · using conjunctions, adverbs and prepositions to express time and cause (and place)	· extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although · choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition · using conjunctions, adverbs and prepositions to express time and cause (and place)	· use a thesaurus · using expanded noun phrases to convey complicated information concisely · using modal verbs or adverbs to indicate degree of possibility	· use a thesaurus · using expanded noun phrases to convey complicated information concisely · using modal verbs or adverbs to indicate degree of possibility
Grammar (edited to reflect content in Appendix 2)	· using the present perfect form of verbs in contrast to the past tense · form nouns using prefixes (super-, anti-) · use the correct form of 'a' or 'an' · word families based on common words (solve, solution, dissolve, insoluble)	· using fronted adverbials · difference between plural and possessive –s · Standard English verb inflections (I did vs I done) · extended noun phrases, including with prepositions · appropriate choice of pronoun or noun to create cohesion	· using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun · converting nouns or adjectives into verbs · verb prefixes · devices to build cohesion, including adverbials of time, place and number	· recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms · using passive verbs to affect the presentation of information in a sentence · using the perfect form of verbs to mark relationships of time and cause · differences in informal and formal language · synonyms & Antonyms · further cohesive devices such as grammatical connections and adverbials · use of ellipsis
Punctuation (edited to reflect content in Appendix 2)	· using and punctuating direct speech (i.e. inverted commas)	· using commas after fronted adverbials · indicating possession by using the possessive apostrophe with singular and plural nouns · using and punctuating direct speech (including punctuation within and surrounding inverted commas)	· using commas to clarify meaning or avoid ambiguity in writing · using brackets, dashes or commas to indicate parenthesis	· using hyphens to avoid ambiguity · using semicolons, colons or dashes to mark boundaries between independent clauses · using a colon to introduce a list · punctuating bullet points consistently
Grammatical Terminology	adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')	determiner, pronoun, possessive pronoun, adverbial	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

Reading progression:

	Year 3	Year 4	Year 5	Year 6
Decoding	• apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	• apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	• apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet	• apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet
Range of Reading	• 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	• 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	• 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 • making comparisons within and across books	• 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 • making comparisons within and across books
Familiarity with texts	• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books	• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books	• 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 and discussing themes and conventions in and across a wide range of writing	• 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 and discussing themes and conventions in and across a wide range of writing
Poetry & Performance	• preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • recognising some different forms of poetry	• preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • recognising some different forms of poetry	• 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	• 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
Word meanings	• using dictionaries to check the meaning of words that they have read	• using dictionaries to check the meaning of words that they have read		
Understanding	• 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 *identifying main ideas drawn from more than one paragraph and summarising these	• 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 *identifying main ideas drawn from more than one paragraph and summarising these	• 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 • summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas	• 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 • summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
Inference	• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Prediction	• predicting what might happen from details stated and implied	• predicting what might happen from details stated and implied	• predicting what might happen from details stated and implied	• predicting what might happen from details stated and implied
Authorial Intent	• discussing words and phrases that capture the reader's interest and imagination • identifying how language, structure, and presentation contribute to meaning	• discussing words and phrases that capture the reader's interest and imagination • identifying how language, structure, and presentation contribute to meaning	• 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	• 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
Non-fiction	• retrieve and record information from non-fiction	• retrieve and record information from non-fiction	• distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction	• distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction
Discussing reading	• 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	• 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	• recommending books that they have read to their peers, giving reasons for their choices • participate in discussions about books, 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, *provide reasoned justifications for their views	• recommending books that they have read to their peers, giving reasons for their choices • participate in discussions about books, 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, • provide reasoned justifications for their views
	Objectives for Year 3 and Year 4 are combined and so are reprinted identically.		*Objectives for Year 5 and Year 6 are combined and so are reprinted identically.*	

How will we judge the impact of our English curriculum?

Our English Curriculum is clearly designed with clearly defined and ambitious aims for what pupils should know and by when. It is our aim that: children will speak with clarity, expression and confidence to communicate their thoughts whilst also listening to those of others; children will develop good lifelong reading habits e.g reading for pleasure and reading for information; children will read audibly, accurately and coherently, adapting their voice to suit a range of purpose, audience or text type; children will be able to explain and discuss what they have read having developed their inference and deduction skills; children will leave with a confident handwriting style and pace; children will incorporate a range of vocabulary in their speech and also in their writing; children will be secure with the conventions of writing.

As a result, we have a community of enthusiastic readers and writers who enjoy showcasing their developing literacy knowledge and skills. They are confident to take risks in their reading and writing, and love to discuss and share their ideas. Our attainment at the end of KS2 is significantly above that of Havering and the national average for both ARE and GDS.