



The Northaw Curriculum

English writing

The tablets were the work of God; the writing was the writing of God, engraved on the tablets.

Exodus 32:16
New International Version

At Northaw, we aim to follow the statutory national curriculum, guidance on relationships and health education, and framework for the early years' foundation stage, and the Church of England statement of entitlement through The Northaw Curriculum, which comprises all learning and other experiences, the hidden curriculum, that we plan for our pupils. Programmes of study are enhanced by added value, learning sequences and progression frameworks.

At Northaw, we see pupils as discoverers, exploring subjects. The core subjects are English, mathematics and science. The other foundation subjects are art and design, computing, design and technology, languages (French), geography, history, music; personal, social, health and economic education (including relationships education), physical education and religious education. They build on the areas of learning and development in the early years foundation stage. The prime areas are communication and language, physical development, and personal, social and emotional development. The specific areas are literacy, mathematics, understanding the world, and expressive arts and design.

At Northaw, we are committed to providing an ambitious, inclusive, broad and balanced curriculum rooted in Christian values that endows every child with the knowledge and cultural capital, skills, understanding and vocabulary to fulfil their potential while nurturing well-being, and prepares them for citizenship, future learning and employment, and lifelong faith. Equally designed to meet the needs of pupils whose attainment is significantly above the expected standard, the particularly disadvantaged and those with SEND, our curriculum is demanding, setting suitable challenges and overcoming would-be barriers to achieve the best possible outcomes consistently for all. Building on our Christian vision, The Northaw Curriculum affords space for a deepening spiritual awareness, the development of moral attitudes and a strengthened sense of community. Coherently sequenced, our curriculum frees teachers to deliver clear, engaging lessons, adapted when necessary to address both gaps and misconceptions, and promote appropriate discussion in environments focused on pupils who produce high-quality work and are supported to retain content and acquire mastery. Phonics and reading are prioritised, allowing pupils to access the full education offer; opportunities to develop fluency in mathematics and English across the curriculum bolstered by enhanced learning powers (the 6Rs) lead to success in life. Integrated with our curriculum, daily acts of collective worship are occasions for personal reflection, communal growth and further exploration of life's big questions, sitting alongside academic progress.

Purpose of study

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

Added value

At Northaw, the overarching aim for English 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 study of English lends itself to the exploration of ethical issues, and students are expected to consider them sensitively. Swapping books, community volunteers listening to early readers, reading champions maintaining the school library and collecting suggestions for new books, fostering links with the village library in Cuffley, and observing major literary events, including Shakespeare Week, the Summer Reading Challenge and World Book Day, nurture a strong reading culture. Children get the practice they need to acquire fluent transcription skills (spelling and handwriting), which is the foundation for their progress in writing. Teachers directly teach sentence construction, control of grammar and syntax, so that pupils can use them with accuracy, confidence and increasing flair. Teachers have high expectations of how pupils apply their writing skills across the curriculum. Every class has an English working wall. Ofsted's research review series and subject report series, and non-statutory guidance (*The reading framework* & *The writing framework*) have informed our practice in this area.

Aims

The Northaw 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.

This document should be read in conjunction with The Northaw Writing Framework.

Early years foundation stage – nursery and reception

Literacy

Writing

Children at the expected level of development will:

- write recognisable letters, most of which are correctly formed
- spell words by identifying sounds in them and representing the sounds with a letter or letters
- write simple phrases and sentences that can be read by others.

Children in nursery will be learning to:	Examples of how we support this:
Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name.	Motivate children to write by providing opportunities in a wide range of ways. Suggestions: clipboards outdoors, chalks for paving stones, boards and notepads in the home corner. Children enjoy having a range of pencils, crayons, chalks and pens to choose from. Apps on tablets enable children to mix marks, photos and video to express meanings and tell their own stories. Children are also motivated by simple home-made books, different coloured paper and paper decorated with fancy frames.
Write some letters accurately.	Help children to learn to form their letters accurately. First, they need a wide-ranging programme of physical skills development, inside and outdoors. Include large-muscle co-ordination: whole body, leg, arm and foot. This can be through climbing, swinging, messy play and parachute games, etc. Plan for small muscle co-ordination: hands and fingers. This can be through using scissors, learning to sew, eating with cutlery, using small brushes for painting and pencils for drawing. Children also need to know the language of direction ('up', 'down', 'round', 'back', etc).
Children in reception will be learning to:	Examples of how we support this:
Form lower-case and capital letters correctly.	Teach formation as they learn the sounds for each letter using a memorable phrase, encouraging an effective pen grip. When forming letters, the starting point and direction are more important at this stage than the size or position of the letter on a line.
Spell words by identifying the sounds and then writing the sound with letter/s.	Show children how to touch each finger as they say each sound.

	For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.
Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	Support children to form the complete sentence orally before writing. Help children memorise the sentence before writing by repeatedly saying it aloud. Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences. Dictate sentences to ensure they contain only the taught sound-letter correspondences.
Re-read what they have written to check that it makes sense.	Model how you read and re-read your own writing to check it makes sense.

Early years foundation stage learning sequence

In the early years foundation stage, English writing is taught discreetly as a focus one afternoon and in daily activities. All lessons are recorded in exercise books. Handwriting is also practised regularly, informed by the HfL Handwriting Teaching Overview. Summative assessment is completed at the end of each term with pupils categorised as either working below the expected standard (PRE), working towards the expected standard (WTS), working at the expected standard (EXS) or working at greater depth within the expected standard (GDS) for their year group.

These books are commonly used as stimulation:

Author/Illustrator	Title
Rod Campbell	Dear Zoo
Julia Donaldson & Axel Scheffler	The Gruffalo
Julia Donaldson & Axel Scheffler	Room on the Broom
Anna Llenas	The Colour Monster
A A Milne	Winnie the Pooh
Michael Rosen & Kevin Waldron	Chocolate Cake
Michael Rosen & Helen Oxenbury	We're Going on a Bear Hunt
Steve Smallman & Caroline Pedler	Scaredy Bear
Martin Waddell & Helen Oxenbury	Farmer Duck

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content

Key stage 1 – year 1

During year 1, teachers should build on work from the Early Years Foundation Stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Teachers should also ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils' reading and spelling of all words. This includes common words containing unusual GPCs. The term 'common exception words' is used throughout the programmes of study for such words.

Alongside this knowledge of GPCs, pupils need to develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. This will be supported by practice in reading books consistent with their developing phonic knowledge and skill and their knowledge of common exception words. At the same time they will need to hear, share and discuss a wide range of high- quality books to develop a love of reading and broaden their vocabulary.

Pupils should be helped to read words without overt sounding and blending after a few encounters. Those who are slow to develop this skill should have extra practice.

Pupils' writing during year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing.

Pupils entering year 1 who have not yet met the early learning goals for literacy should continue to follow their school's curriculum for the Early Years Foundation Stage to develop their word reading, spelling and language skills. However, these pupils should follow the year 1 programme of study in terms of the books they listen to and discuss, so that they develop their vocabulary and understanding of grammar, as well as their knowledge more generally across the curriculum. If they are still struggling to decode and spell, they need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly.

Teachers should ensure that their teaching develops pupils' oral vocabulary as well as their ability to understand and use a variety of grammatical structures, giving particular support to pupils whose oral language skills are insufficiently developed.

Year 1 programme of study

Writing – transcription

Spelling (see English Appendix 1 of the national curriculum)

Pupils should be taught to:

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- spell:
 - words containing each of the 40+ phonemes already taught
 - common exception words
 - the days of the week
- name the letters of the alphabet:
 - naming the letters of the alphabet in order
 - using letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes:
 - using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
 - using the prefix un–
 - using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules and guidance, as listed in English Appendix 1 of the national curriculum
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Notes and guidance

Reading should be taught alongside spelling, so that pupils understand that they can read back words they have spelt.

Pupils should be shown how to segment spoken words into individual phonemes and then how to represent the phonemes by the appropriate grapheme(s). It is important to recognise that phoneme-grapheme correspondences (which underpin spelling) are more variable than grapheme-phoneme correspondences (which underpin reading). For this reason, pupils need to do much more word-specific rehearsal for spelling than for reading.

At this stage pupils will be spelling some words in a phonically plausible way, even if sometimes incorrectly. Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words should be used to teach pupils about alternative ways of representing those sounds.

Writing simple dictated sentences that include words taught so far gives pupils opportunities to apply and practise their spelling.

Handwriting

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.

Notes and guidance

Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil’s hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided.

Left-handed pupils should receive specific teaching to meet their needs.

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Writing – composition

Pupils should be taught to:

- write sentences by:
 - saying out loud what they are going to write about
 - composing a sentence orally before writing it
 - sequencing sentences to form short narratives
 - re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher.

Notes and guidance

At the beginning of year 1, not all pupils will have the spelling and handwriting skills they need to write down everything that they can compose out loud.

Pupils should understand, through demonstration, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.

Writing – vocabulary, grammar and punctuation

Pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 of the national curriculum by:
 - leaving spaces between words
 - joining words and joining clauses using and
 - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
 - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
 - learning the grammar for year 1 in English Appendix 2 of the national curriculum
- use the grammatical terminology in English Appendix 2 of the national curriculum in discussing their writing.

Notes and guidance

Pupils should be taught to recognise sentence boundaries in spoken sentences and to use the vocabulary listed in English Appendix 2 of the national curriculum ('Terminology for pupils') when their writing is discussed.

Pupils should begin to use some of the distinctive features of Standard English in their writing. 'Standard English' is defined in the Glossary of the national curriculum.

Key stage 1 – year 2

By the beginning of year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word reading knowledge. They should also be able to read many common words containing GPCs taught so far [for example, shout, hand, stop, or dream], without needing to blend the sounds out loud first. Pupils' reading of common exception words [for example, you, could, many, or people], should be secure. Pupils will increase their fluency by being able to read these words easily and automatically. Finally, pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during year 1.

During year 2, teachers should continue to focus on establishing pupils' accurate and speedy word reading skills. They should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.

In writing, pupils at the beginning of year 2 should be able to compose individual sentences orally and then write them down. They should be able to spell correctly many of the words covered in year 1 (see the national curriculum English Appendix 1). They should also be able to make phonically plausible attempts to spell words they have not yet learnt. Finally, they should be able to form individual letters correctly, so establishing good handwriting habits from the beginning.

It is important to recognise that pupils begin to meet extra challenges in terms of spelling during year 2. Increasingly, they should learn that there is not always an obvious connection between the way a word is said and the way it is spelt. Variations include different ways of spelling the same sound, the use of so-called silent letters and groups of letters in some words and, sometimes, spelling that has become separated from the way that words are now pronounced, such as the 'le' ending in table. Pupils' motor skills also need to be sufficiently advanced for them to write down ideas that they may be able to compose orally. In addition, writing is intrinsically harder than reading: pupils are likely to be able to read and understand more complex writing (in terms of its vocabulary and structure) than they are capable of producing themselves.

For pupils who do not have the phonic knowledge and skills they need for year 2, teachers should use the year 1 programmes of study for word reading and spelling so that pupils' word reading skills catch up. However, teachers should use the year 2 programme of study for comprehension so that these pupils hear and talk about new books, poems, other writing, and vocabulary with the rest of the class.

Year 2 programme of study

Writing – transcription

Spelling (see English Appendix 1 of the national curriculum)

Pupils should be taught to:

- spell by:
 - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly

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- 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 of the national curriculum
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Notes and guidance

In year 2, pupils move towards more word-specific knowledge of spelling, including homophones. The process of spelling should be emphasised: that is, that spelling involves segmenting spoken words into phonemes and then representing all the phonemes by graphemes in the right order. Pupils should do this both for single-syllable and multi-syllabic words.

At this stage children's spelling should be phonically plausible, even if not always correct. Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words can be used as an opportunity to teach pupils about alternative ways of representing those sounds.

Pupils should be encouraged to apply their knowledge of suffixes from their word reading to their spelling. They should also draw from and apply their growing knowledge of word and spelling structure, as well as their knowledge of root words.

Handwriting

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

Notes and guidance

Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.

Writing – composition

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

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- 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 clear.

Notes and guidance

Reading and listening to whole books, not simply extracts, helps pupils to increase their vocabulary and grammatical knowledge, including their knowledge of the vocabulary and grammar of Standard English. These activities also help them to understand how different types of writing, including narratives, are structured. All these can be drawn on for their writing.

Pupils should understand, through being shown these, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.

Drama and role-play can contribute to the quality of pupils' writing by providing opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings.

Pupils might draw on and use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.

Writing – vocabulary, grammar and punctuation

Pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 of the national curriculum by:
 - learning how to use both familiar and new punctuation correctly (see English Appendix 2 of the national curriculum), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- learn how to use:
 - sentences with different forms: statement, question, exclamation, command
 - expanded noun phrases to describe and specify [for example, the blue butterfly]
 - the present and past tenses correctly and consistently including the progressive form
 - subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
 - the grammar for year 2 in English Appendix 2 of the national curriculum
 - some features of written Standard English
- use and understand the grammatical terminology in English Appendix 2 of the national curriculum in discussing their writing.

Notes and guidance

The terms for discussing language should be embedded for pupils in the course of discussing their writing with them. Their attention should be drawn to the technical terms they need to learn.

Key stage 1 learning sequence

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	Labels, lists and captions Poetry Stories with predictable phrasing	Recounts Book of Butterflies Entertain: Narrative	Contemporary fiction Non-chronological reports Poetry: Free Verse & Simile	Poetry Instructions Entertain: Narrative	Poetry Traditional tales – Rapunzel How to Hide a Lion	Explanation Dogs Don't Do Ballet
	Plenty of Love to Go Round! (Emma Chichester Clark) Farmer Duck (Martin Wadell & Helen Oxenbury)	Where's My Teddy? (Jez Alborough) Voices in the Park (Anthony Browne) Last Stop on Market Street (Matt De La Peña & Christian Robinson) Dogger (Shirley Hughes)	Sharks (Sarah Fowler) The Last Noo-Noo (Jill Murphy)	The Puffin Book of Fantastic First Poems (June Crebbin) The Lost Homework (Richard O'Neill & Kirsti Beautyman) How to Wash a Woolly Mammoth (Michelle Robinson & Kate Hindley)	Blue Balloons and Rabbit Ears (Hilda Offen) How to Hide a Lion (Helen Stephens) Rapunzel (Bethan Woollvin)	Monsters (Jonathan Emmett & Mark Oliver) Dogs Don't Do Ballet (Anna Kemp & Sarah Ogilvie)
Year B	Traditional tales – Prince Cinders Poetry The Magic Finger	Poetry (calligram) Information Contemporary fiction	Love that book Non-chronological reports Poetry	Recounts Toby and the Great Fire of London	Love that book Instructions	Narrative Poetry (acrostic)
	Prince Cinders (Babette Cole) The Magic Finger (Roald Dahl & Quentin Blake)	The Jolly Christmas Postman (Janet & Allan Ahlberg)	Bats (Megan Cullis) Here Comes Mr Postmouse (Marianne Dubuc)	Julian Is a Mermaid (Jessica Love) Toby and the Great Fire of London (Margaret Nash & Jane Cope)	15 Things Not to Do with a Puppy (Margaret McAllister)	How to Catch a Star (Oliver Jeffers)

English writing is timetabled for at least 60 minutes every day. A mix of fiction, non-fiction and poetry is covered termly; **detailed English plans (DEPs)** from HfL have been selectively incorporated along with some from **ESSENTIALwriting** and the **Literacy Shed**. **Writing models** are frequently sourced from high-quality books and Pie Corbett. All lessons are recorded in exercise books. Every child has access to mats containing the key vocabulary for science and the other foundation subjects, which are changed at the beginning of each term. Handwriting is also practised regularly, informed by the HfL Handwriting Teaching Overview. Summative assessment is completed at the end of each term with pupils categorised as either working below the expected standard (PRE), working towards the expected standard (WTS), working at the expected standard (EXS) or working at greater depth within the expected standard (GDS) for their year group.

Lower key stage 2 – years 3 and 4

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 views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4.

Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Teachers should therefore be consolidating pupils' writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology. Teaching them to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence. Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. Pupils should be beginning to understand how writing can be different from speech. Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say.

Pupils' spelling of common words should be correct, including common exception words and other words that they have learnt (see the national curriculum English Appendix 1). Pupils should spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology.

Most pupils will not need further direct teaching of word reading skills: they are able to decode unfamiliar words accurately, and need very few repeated experiences of this before the word is stored in such a way that they can read it without overt sound-blending. They should demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary.

As in key stage 1, however, pupils who are still struggling to decode need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly with their peers. If they cannot decode independently and fluently, they will find it increasingly difficult to understand what they read and to write down what they want to say. As far as possible, however, these pupils should follow the year 3 and 4 programme of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these.

Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.

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Spelling (see English Appendix 1 of the national curriculum)

Pupils should be taught to:

- use further prefixes and suffixes and understand how to add them (English Appendix 1 of the national curriculum)
- spell further homophones
- spell words that are often misspelt (English Appendix 1 of the national curriculum)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Notes and guidance

Pupils should learn to spell new words correctly and have plenty of practice in spelling them.

As in years 1 and 2, pupils should continue to be supported in understanding and applying the concepts of word structure (see English Appendix 2 of the national curriculum).

Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently.

Handwriting

Pupils 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].

Notes and guidance

Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.

Writing – composition

Pupils should be taught to:

- plan their writing by:
 - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
 - discussing and recording ideas
- draft and write by:
 - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2 of the national curriculum)
 - organising paragraphs around a theme

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- in narratives, creating settings, characters and plot
 - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- evaluate and edit by:
 - 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
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Notes and guidance

Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description.

Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.

Writing – vocabulary, grammar and punctuation

Pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 of the national curriculum by:
 - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
 - using the present perfect form of verbs in contrast to the past tense
 - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
 - using conjunctions, adverbs and prepositions to express time and cause
 - using fronted adverbials
 - learning the grammar for years 3 and 4 in English Appendix 2 of the national curriculum
- indicate grammatical and other features by:
 - using commas after fronted adverbials
 - indicating possession by using the possessive apostrophe with plural nouns
 - using and punctuating direct speech
- use and understand the grammatical terminology in English Appendix 2 of the national curriculum accurately and appropriately when discussing their writing and reading.

Notes and guidance

Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in English Appendix 2 of the national curriculum, and be able to apply them correctly to examples of real language, such as their own writing or books that they have read.

At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters].

Lower key stage 2 learning sequence

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	Fables Recounts	Playscripts Poetry Excitable Edgar	Traditional tales Inform: Non-Chronological Report	Myths Poetry: Haiku	Narrative Explanation	Love that book Narrative Poetry: Free Verse
	The Lion Inside (Rachel Bright & Jim Field) The True Story of the 3 Little Pigs! (Jon Scieszka & Lane Smith)	The Adventures of the Dish and the Spoon (Mini Grey)	The Finger-Eater (Dick King-Smith)	Ancient Myths (Geraldine McCaughrean & Tony Ross) The Works (Paul Cookson)	The Iron Man (Ted Hughes) Until I Met Dudley (Roger McGough & Chris Riddell) Charlie Small – Gorilla City (Nick Ward)	Atlas of Adventures (Lucy Letherland) The Bear and the Piano (David Litchfield) Michael Rosen's A to Z (Michael Rosen)
Year B	The Lion, the Witch and the Wardrobe Non-chronological reports	Poetry (riddle) Instructions Sprout Boy	Poetry (nonsense) Persuasion	How to Be a Viking	Poetry Folk tales	Love that book Non-chronological reports
	Pirates (Paul Harrison) The Lion, Witch and the Wardrobe (C S Lewis) Pirate (Marc Tyler Nobleman) The Fact or Fiction Behind Pirates (Adam Sutherland) Pirate's Handbook (Sam Taplin & Ian McNee)		The Day I Swapped My Dad for Two Goldfish (Neil Gaiman & Dave McKean)	How to be a Viking (Cressida Cowell)	Fly, Eagle, Fly! (Christopher Gregorowski) The Magic Box (Kit Wright & Peter Bailey)	Amazon River (Sangma Francis & Rômolo D'Hipólito) Leon and the Place Between (Angela McAllister and Grahame Baker-Smith)

The Northaw Curriculum – English writing

English writing is timetabled for at least 60 minutes every day. A mix of fiction, non-fiction and poetry is covered termly; [detailed English plans \(DEPs\)](#) from HfL have been selectively incorporated along with some from [ESSENTIALwriting](#) and the [Literacy Shed](#). [Writing models](#) are frequently sourced from high-quality books and Pie Corbett. All lessons are recorded in exercise books. We follow Rising Stars (Year A/4, Year B/3) for spelling (see below), and tasks are retained in folders. Every child has access to mats containing the key vocabulary for science and the other foundation subjects, which are changed at the beginning of each term. Handwriting is also practised regularly, informed by the HfL Handwriting Teaching Overview. Both activities typically last 15 minutes. Summative assessment is completed at the end of each term with pupils categorised as either working below the expected standard (PRE), working towards the expected standard (WTS), working at the expected standard (EXS) or working at greater depth within the expected standard (GDS) for their year group.

Year A/4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Focus: review of Year 3 suffixes	Focus: -sion and -tion endings	Focus: review Autumn term spellings	Focus: /k/ sound spelled 'ch'	Focus: reviewing Spring term spelling	Focus: -que endings
Week 2	Focus: review of Year 3 prefixes	Focus: -sion endings	Focus: reviewing Autumn term spelling	Focus: /s/ sound spelled 'c'	Focus: reviewing Spring term spelling	Focus: /s/ sound spelled 'sc'
Week 3	Focus: words from the Year 3/4 word list	Focus: -ation suffix	Focus: Year 3/4 word list	Focus: -ture endings	Focus: words from the Year 3/4 word list	Focus: homophones and near homophones
Week 4	Focus: missing letters and possessive apostrophes	Focus: -cian endings	Focus: -ous endings	Focus: -sure and -ture endings	Focus: /sh/ sound spelled 'ch'	Focus: homophones and near homophones
Week 5	Focus: suffixes (vowel letters)	Focus: accurately spelling words from the Year 3/4 word list	Focus: -ous endings	Focus: unstressed vowels	Focus: -gue endings	Focus: words with the prefixes <i>un-</i> , <i>dis-</i> , <i>mis-</i> and <i>re-</i>
Week 6	Focus: improving spelling in children's own writing	Focus: improving spelling in children's own writing	Focus: improving spelling in children's own writing	Focus: words from the Year 3/4 word list	Focus: improving spelling in children's own writing	Focus: reviewing words from the Year 3/4 word lists

Year B/3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Focus: review of Year 2 suffixes (-ed, -ing, -er and -est)	Focus: the /ai/ sound spelled 'ei', 'eight' or 'ey'	Focus: review of Autumn term spellings	Focus: the prefixes <i>anti-</i> and <i>sub-</i>	Focus: review of Spring term spellings	Focus: suffixes <i>-ally</i> and <i>-ation</i>
Week 2	Focus: review of Year 2 suffixes (-ness, -ment, -ful, -less)	Focus: the <i>un-</i> , <i>dis-</i> and <i>mis-</i> prefixes	Focus: review of Autumn term spellings	Focus: prefix <i>auto-</i>	Focus: review of Spring term spellings	Focus: suffixes (vowel letters)
Week 3	Focus: words from the Year 3/4 word list	Focus: adding suffixes	Focus: words from the Year 3/4 word list	Focus: prefix <i>inter-</i>	Focus: words from the Year 3/4 word list	Focus: <i>-sion</i> and <i>-tion</i> endings
Week 4	Focus: the /i/ sound spelled with a 'y'	Focus: spelling split digraphs	Focus: the prefix <i>re-</i>	Focus: homophones and near-homophones	Focus: the <i>-ly</i> suffix	Focus: <i>in-</i> and <i>il-</i> prefixes
Week 5	Focus: the /u/ sound spelled 'ou'	Focus: words from the Year 3/4 word list	Focus: prefix <i>super-</i>	Focus: words from the Year 3/4 word list	Focus: the <i>-ly</i> suffix	Focus: <i>im-</i> and <i>ir-</i> prefixes
Week 6	Focus: words from children's own writing	Focus: words from children's own writing	Focus: words from children's own writing	Focus: words from children's own writing	Focus: words from children's own writing	Focus: review of Year 3 words from the Year 3/4 word list

Upper key stage 2 – years 5 and 6

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.

Pupils should be able to write down their ideas quickly. Their grammar and punctuation should be broadly accurate. Pupils' spelling of most words taught so far should be accurate and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English.

During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension. As in years 3 and 4, pupils should be taught to enhance the effectiveness of their writing as well as their competence.

It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so that they catch up rapidly with their peers in terms of their decoding and spelling. However, as far as possible, these pupils should follow the upper key stage 2 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.

By the end of year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject-specific vocabulary. They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar. Teachers should prepare pupils for secondary education by ensuring that they can consciously control sentence structure in their writing and understand why sentences are constructed as they are. Pupils should understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language.

Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 5 and 6, pupils' confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate.

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Writing – transcription

Spelling (see English Appendix 1 of the national curriculum)

Pupils should be taught to:

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with ‘silent’ letters [for example, knight, psalm, solemn]
- 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 English Appendix 1 of the national curriculum
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

Notes and guidance

As in earlier years, pupils should continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly.

Handwriting and presentation

Pupils 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.

Notes and guidance

Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.

Writing – composition

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
 - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by:
 - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

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- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
 - précisising 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 [for example, headings, bullet points, underlining]
- 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
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Notes and guidance

Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear.

Writing – vocabulary, grammar and punctuation

Pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 of the national curriculum by:
 - 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
 - using expanded noun phrases to convey complicated information concisely
 - using modal verbs or adverbs to indicate degrees of possibility
 - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e., omitted) relative pronoun
 - learning the grammar for years 5 and 6 in English Appendix 2 of the national curriculum
- indicate grammatical and other features by:
 - using commas to clarify meaning or avoid ambiguity in writing
 - using hyphens to avoid ambiguity
 - using brackets, dashes or commas to indicate parenthesis
 - using semi-colons, colons or dashes to mark boundaries between independent clauses
 - using a colon to introduce a list
 - punctuating bullet points consistently
- use and understand the grammatical terminology in English Appendix 2 of the national curriculum accurately and appropriately in discussing their writing and reading.

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Notes and guidance

Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.

Upper key stage 2 learning sequence

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	Non-chronological reports Recounts	Beyond the Lines Coming Home Unexpected Guest	Mystery and suspense 5 Metres 80	Swing of Change Poetry	Narrative	Discussion Poetry: Free Verse
	Arthur Spiderwick's Field Guide to the Fantastical World Around You (Tony DiTerlizzi & Holly Black)	Coming Home (Michael Morpurgo & Kerry Hyndman)	Boy in the Tower (Polly Ho-Yen)		Blackberry Blue and Other Fairy Tales (Jamila Gavin)	Cloud Busting (Malorie Blackman)
Year B	Explanation Poetry	Narrative Love that book	Narrative Poetry Persuasion	Fiction genres Fiction from our literary heritage	Love that book Non-chronological reports	Description Poetry (haiku) Visual literacy
	I Know Why the Caged Bird Sings (Maya Angelou)	The Night of the Gargoyles (Eve Bunting & David Wiesner)	Letters from the Lighthouse (Emma Carroll)	Skellig (David Almond)	Hermelin (Mini Grey)	Eye of the Wolf (Daniel Pennac)
	How to Be a World Explorer (Joel Levy & James Gulliver Hancock)	Tales of Outer Suburbia (Shaun Tan) The Mysteries of Harris Burdick (Chris Van Allsburg)	The Children of the King (Sonya Hartnett) Where the Poppies Now Grow (Hilary Robinson & Martin Impey)	Ruby Redfort – Look Into My Eyes (Lauren Child) The Messenger Bird (Ruth Eastham) Uncle Montague's Tales of Terror (Chris Priestley & David Roberts)	Planetarium (Raman Prinja & Chris Wormell)	Cloud Tea Monkeys (Mal Peet, Elspeth Graham & Juan Wijngaard)

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Focus: review of Year 5 work on spelling	Focus: use of the hyphen	Focus: review of work	Focus: review the role and use of suffixes	Focus: revise the use of the <i>-ough</i> letter string	Focus: 'ei', 'eigh' and 'ey'; 'ea'; 'aigh'
Week 2	Focus: words from the Year 5/6 word list	Focus: words from the Year 5/6 word list	Focus: words from the Year 5/6 word list	Focus: review the role and use of suffixes	Focus: review of homophones	Focus: etymology – words with the /s/ sound spelled 'sc'
Week 3	Focus: 'ei' following the letter 'c'	Focus: words ending in <i>-gue</i> and <i>-que</i>	Focus: words from the Year 5/6 word list	Focus: revision of /shun/ endings	Focus: review of the use of apostrophes	Focus: etymology – American and British spelling
Week 4	Focus: words from the Year 5/6 word list	Focus: 'ch' makes 'k' sound; 'ch' makes 'sh' sound	Focus: revision of words ending in <i>-sure</i> and <i>-ture</i>	Focus: revision of /shall/ and /shus/ endings	Focus: a spelling bee, based on the Year 5/6 word list	Focus: <i>txtnng</i> and <i>spng</i> ; what are the rules?
Week 5	Focus: adding suffixes to words ending in <i>-fer</i>	Focus: words from the Year 5/6 word list	Focus: revision of 'ou' spells 'u', as in <i>trouble</i>	Focus: review of <i>-able/-ably</i> and <i>-ible/-ibly</i> endings	Focus: strategies for spelling in test conditions	Focus: a review of English technical vocabulary
Week 6	Focus: words from children's own writing	Focus: words from children's own writing: technical vocabulary	Focus: words from children's own writing and Year 3/4 word list	Focus: words from children's own writing and Year 3/4 word list	Focus: etymology	Focus: personal end-of-year spelling review

Year B/5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Focus: review of Year 4 prefixes	Focus: words from children's own writing	Focus: review of Autumn term spellings	Focus: words with silent letters	Focus: review of Spring term spellings	Focus: words from children's own writing
Week 2	Focus: review of Year 4 suffixes	Focus: words ending in <i>-ious</i>	Focus: words ending in <i>-able</i> and <i>-ible</i>	Focus: words ending in <i>-ant</i> and <i>-ent</i>	Focus: revision of prefixes	Focus: the possessive apostrophe – plurals
Week 3	Focus: words from the Year 3/4 word list	Focus: endings that sound like /sh/ and are spelled <i>-cial</i> or <i>-tial</i>	Focus: words ending in <i>-ably</i> and <i>-ibly</i>	Focus: words ending in <i>-ance/-ancy</i> or <i>-ence/-ency</i>	Focus: converting nouns and adjectives into verbs	Focus: turning adjectives into adverbs
Week 4	Focus: words containing the letter string <i>-ough</i>	Focus: words from the Year 5/6 word list	Focus: homophones and near-homophones	Focus: homophones and near-homophones	Focus: homophones and near-homophones	Focus: words from the Year 5/6 word list
Week 5	Focus: words from the Year 5/6 word list	Focus: words from the Year 5/6 word list	Focus: words from the Year 5/6 word list	Focus: words from the Year 5/6 word list	Focus: homophones and near-homophones	Focus: words from children's own writing
Week 6	Focus: homophones and near-homophones	Focus: words from children's own writing	Focus: words from children's own writing	Focus: words from children's own writing	Focus: words from the Year 5/6 word list	Focus: revision of words from the Year 5/6 word list