

St. Austin's R.C. Primary School



Curriculum at the

Core.

Nursery - Literacy

Literacy

- Understand the five key concepts about print:
 - print has meaning
 - print can have different purposes
 - we read English text from left to right and from top to bottom
 - the names of the different parts of a book
 - page sequencing
- Develop their phonological awareness, so that they can:
 - spot and suggest rhymes
 - count or clap syllables in a word
 - recognise words with the same initial sound, such as money and mother
- Engage in extended conversations about stories, learning new vocabulary.
- 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.
- Write some letters accurately.

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Reception - Literacy

Literacy

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

Year 1 Long-term planning

READING

Word reading

- Children should revise and consolidate the grapheme-phoneme correspondences (GPCs) and the common exception words taught in Reception. As soon as they can read words comprising the Year 1 GPCs accurately and speedily, they should move on to the Year 2 Programme of Study for Word reading.
- The number, order and choice of exception words taught will vary according to the phonics programme being used. Ensuring that children are aware of the GPCs they contain, however unusual these are, supports spelling later.
- Young readers encounter words that they have not seen before more frequently than experienced readers do, and they may not know the meaning of some of these. Practice at reading such words by sounding and blending can provide opportunities not only for children to develop confidence in their decoding skills, but also for teachers to explain the meaning and thus develop children's vocabulary.
- Children should be taught how to read words with suffixes by being helped to build on the root words that they can read already.
- Children's reading and re-reading of books that are closely matched to their developing phonic knowledge and knowledge of common exception words supports their fluency, as well as increasing their confidence in their reading skills. Fluent word reading greatly assists comprehension, especially when children come to read longer books.

Comprehension

- Children should have extensive experience of listening to, sharing and discussing a wide range of high-quality books to engender a love of reading at the same time as they are reading independently.
- Children's vocabulary should be developed when they listen to books read aloud and discuss what they have heard. Knowing the meaning of more words increases children's chances of understanding when they read by themselves. Some new words should be explained to the children before they start to read on their own, so that they do not hold up comprehension. Once children have decoded words successfully, the meaning of new words can be discussed, helping to develop inference skills.
- By listening frequently to stories, poems and non-fiction that they cannot yet read for themselves, children begin to understand how written language can be structured. Listening to and discussing non-fiction establishes the foundations for their learning in other subjects. Children should be shown some of the processes for finding out information.
- Through listening, children also learn how language sounds and increase their vocabulary and awareness of grammatical structures. In due course, they will be able to draw on such grammar in their writing.
- Rules for effective discussions should be agreed with and demonstrated for children. They should help to develop and evaluate them, with the expectation that everyone takes part. Children should be helped to consider the opinions of others.
- Role play can help children to identify with and explore characters and to explore language listened to.

WRITING

Transcription

- Spelling should be taught alongside reading, so children understand they can read words they spell.
- Children should be shown how to segment words into phonemes and how to represent them with the appropriate grapheme(s). It is important to recognise that phoneme-grapheme correspondences (that underpin spelling) are more variable than GPCs (that underpin reading). For this reason, children need more word-specific rehearsal for spelling than for reading.
- At this stage children will be spelling some words in a phonically plausible way. Misspellings of words that children have been taught should be corrected; other misspelled words should be used to teach children about alternative ways of representing those sounds.
- Writing simple dictated sentences that include words taught so far gives children an opportunity to apply and practise their spelling.
- Handwriting requires frequent and discrete, direct teaching. Children should be able to form letters correctly and confidently. Their writing implement should be appropriately sized so that it can be held easily and correctly. Left-handed children should receive specific teaching to meet their needs.

Composition

- At the beginning of Year 1, not all children will have the spelling and handwriting skills they need to write down everything that they can compose out loud.
- Children should understand, through demonstration, the skills and processes essential to writing: thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.
- Children should be taught to recognise sentence boundaries in spoken sentences and to use the vocabulary listed in Appendix 2 when their writing is discussed.
- Children should begin to use some of the features of Standard English in their writing.

Year 2 Long-term planning

READING

Word reading

- Children should revise and consolidate the GPCs and the common exception words taught in Year 1. The exception words taught will vary slightly, depending on the phonics programme being used. As soon as children can read words comprising the Year 2 GPCs accurately and speedily, they should move on to the Years 3 and 4 Programme of Study for Word reading.
- When teaching them how to read longer words, children should be shown syllable boundaries and how to read each syllable separately before they combine them to read the word.
- Children should be taught how to read suffixes by building on the root words that they have already learned. The whole suffix should be taught as well as the letters that make it up.
- Children who are still at the early stages of learning to read should have ample practice in reading books that are closely matched to their developing phonic knowledge and knowledge of common exception words. As soon as the decoding of most regular words and common exception words is embedded fully, the range of books that children can read independently will expand rapidly. Children should have opportunities to exercise choice in selecting books and be taught how to do so.

Comprehension

- Children should be encouraged to read all the words in a sentence and to do this accurately, so that their understanding of what they read is not hindered by imprecise decoding.
- Children should monitor what they read, checking that the word they have decoded fits in with what else they have read and makes sense in the context of what they already know about the topic.
- Explain the meaning of new words within the context of what children are reading, and encourage them to use morphology to work out unknown words.
- Children should learn about cause and effect in both narrative and non-fiction (such as what has prompted a character's behaviour in a story). 'Thinking aloud' when reading to children may help them to understand what skilled readers do.
- Deliberate steps should be taken to increase children's vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written language.
- Discussion should be demonstrated to children. They should be guided to participate in it and they should be helped to consider the opinions of others. They should receive feedback on their discussions.
- Role play and other drama techniques can help children to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to.

WRITING

Transcription

- In Year 2, children 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. Children should do this both for single-syllable and multi-syllabic words.
- At this stage children will still be spelling some words in a phonically plausible way, even if sometimes incorrectly. Misspellings of words that they have been taught should be corrected; other misspelled words can be used as an opportunity to teach them about alternative ways of representing sounds.
- Children 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.
- Children 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.

Composition

- Reading and listening to whole books, not simply extracts, helps children to increase their vocabulary and grammatical knowledge, including that 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.
- Children should understand, through being shown, 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 children's writing by providing opportunities for them to develop and order their ideas by playing roles and improvising scenes in various settings.
- Children 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.
- The terms for discussing language should be embedded for children in the course of discussing their writing with them. Their attention should be drawn to the technical terms they need to learn.

Year 3 Long-term planning

READING

Word reading

- At this stage, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary.
- When children are taught to read longer words, they should be supported to test out different pronunciations. They will attempt to match what they decode to words they may have already heard but may not have seen in print. For example, in reading *technical*, the pronunciation /tɛtʃnikəl/ ('tetchnikal') might not sound familiar, but /teknikal/ ('teknikal') should.

Comprehension

- The focus should continue to be on children's comprehension. The knowledge and skills that children need in order to comprehend are very similar at different ages. The complexity of the writing increases the level of challenge.
- Children should be taught to recognise themes in what they read. They should also learn the conventions of different types of writing, such as the greeting in letters or the use of presentational devices such as numbering and headings in instructions.
- Children should be taught to use the skills they have learned earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words.
- Children should continue to have opportunities to listen frequently to stories, poems, non-fiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they also meet books and authors that they might not choose themselves. They should also have opportunities to exercise choice in selecting books.
- Reading, re-reading, and rehearsing poems and plays for presentation and performance gives children opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension.
- When using non-fiction, children should know what information they need to look for before they begin and be clear about the task. They should be shown how to use contents pages and indexes.
- Children should have guidance about the kinds of explanation and question that are expected from them. They should help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all children take part.

WRITING

Transcription

- Children should learn to spell new words correctly and have plenty of practice in spelling them
- They should understand how to place the apostrophe in words with regular plurals (such as *girls*, *boys*) and in words with irregular plurals (such as *children's*).
- As in Years 1 and 2, children should continue to be supported in understanding and applying the concepts of word structure (see Appendix 2).
- Dictionaries are not useful for children who cannot yet spell, since these children do not have sufficient knowledge of spelling to use them efficiently.
- Children should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which children are able to write down what they want to say. This, in turn, will support their composition and spelling.

Composition

- Children 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.
- Children should understand, through being shown, 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. Children should be taught to monitor whether their writing makes sense, checking at different levels.
- Grammar should be taught explicitly: children should be taught the terminology and concepts set out in Appendix 2, and be able to apply them correctly to examples of real language.
- Children should start to learn about some of the differences between Standard and non-Standard English and begin to apply what they have learned.

Year 4 Long-term planning

READING	
Word reading	Comprehension
<ul style="list-style-type: none"> At this stage, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary. When children are taught to read longer words, they should be supported to test out different pronunciations. They will attempt to match what they decode to words they may have already heard but may not have seen in print: for example in reading <i>technical</i>, the pronunciation /tɛtʃnikəl/ ('tetchnikal') might not sound familiar, but /teknikəl/ ('teknical') should. 	<ul style="list-style-type: none"> The focus should continue to be on children's comprehension. The knowledge and skills that children need in order to comprehend are very similar at different ages. The complexity of the writing increases the level of challenge. Children should be taught to recognise themes in what they read. They should also learn the conventions of different types of writing, such as the greeting in letters or the use of presentational devices such as numbering and headings in instructions. Children should be taught to use the skills they have learned earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words. Children should continue to have opportunities to listen frequently to stories, poems, non-fiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they also meet books and authors that they might not choose themselves. They should also have opportunities to exercise choice in selecting books. Reading, re-reading, and rehearsing poems and plays for presentation and performance gives children opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension. When using non-fiction, children should know what information they need to look for before they begin and be clear about the task. They should be shown how to use contents pages and indexes. Children should have guidance about the kinds of explanation and question that are expected from them. They should help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all children take part.
WRITING	
Transcription	Composition
<ul style="list-style-type: none"> Children should learn to spell new words correctly and have plenty of practice in spelling them They should understand how to place the apostrophe in words with regular plurals (<i>girls', boys'</i>) and in words with irregular plurals (<i>children's</i>). As in Years 1 and 2, children should continue to be supported in understanding and applying the concepts of word structure (see Appendix 2). Dictionaries are not useful for children who cannot yet spell, since these children do not have sufficient knowledge of spelling to use them efficiently. Children should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which children are able to write down what they want to say. This, in turn, will support their composition and spelling. 	<ul style="list-style-type: none"> Children 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. Children should understand, through being shown, 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. Children should be taught to monitor whether their writing makes sense, checking at different levels. Grammar should be taught explicitly: children should be taught the terminology and concepts set out in Appendix 2, and be able to apply them correctly to examples of real language. Children should start to learn about some of the differences between Standard and non-Standard English and begin to apply what they have learned.

Year 5 Long-term planning

READING

Word reading

- At this stage, there should be no need for further direct teaching of word-reading skills for almost all children. If children are struggling or failing in this, the reasons for this should be investigated. It is imperative that children are taught to read during their last two years at primary school, if they enter Year 5 not being able to do so.
- Children should be encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read *invitation* for *imitation* simply because they might be more familiar with the first word. Accuracy in reading individual words, which might be key to the meaning of a sentence or paragraph, improves comprehension.
- When reading with or to children, attention should be paid to new vocabulary – both a word's meaning(s) and its correct pronunciation.

Comprehension

- Even though children can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves.
- The knowledge and skills that children need in order to comprehend are very similar at different ages. They should continue to apply what they have already learned to more complex writing.
- Children should be taught to recognise themes in what they read, such as loss or heroism. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text.
- They should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies.
- Children should be taught the technical and other terms needed for discussing what they hear and read, such as *metaphor*, *simile*, *analogy*, *imagery*, *style* and *effect*.
- In using non-fiction, children need to know what information they need to look for before they begin and need to understand the task. They should be shown how to use contents pages and indexes to locate information.
- The skills of information retrieval that are taught should be applied, for example in reading history, geography and science textbooks, and in contexts where children are genuinely motivated to find out information, such as reading information leaflets before a gallery or museum visit or reading a theatre programme or review. Teachers should consider making use of any available library services and expertise to support this.
- Children should have guidance about and feedback on the quality of their explanations and contributions to discussions.
- Children should be shown how to compare characters, settings, themes and other aspects of what they read.

WRITING

Transcription

- As in earlier years, children 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.
- Children 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 writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task (quick notes or a final handwritten version). They should also be taught to use an unjoined style (for labelling a diagram or data, writing an email address or for algebra) and capital letters (for filling in a form).

Composition

- Children 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.
- Children should have opportunities to create their own improvised, devised and scripted drama for each other and a range of audiences as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.
- Children should continue to add to their knowledge of linguistic terms, so that they can discuss their writing and reading.

Year 6 Long-term planning

READING	
Word reading	Comprehension
<ul style="list-style-type: none"> • At this stage, there should be no need for further direct teaching of word-reading skills for almost all children. If children are struggling or failing in this, the reasons for this should be investigated. It is imperative that children are taught to read during their last two years at primary school, if they enter Year 6 not being able to do so. • Children should be encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read <i>invitation</i> for <i>imitation</i> simply because they might be more familiar with the first word. Accuracy in reading individual words, which might be key to the meaning of a sentence or paragraph, improves comprehension. • When reading with or to children, attention should be paid to new vocabulary – both a word's meaning(s) and its correct pronunciation. 	<ul style="list-style-type: none"> • Even though children can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves. • The knowledge and skills that children need in order to comprehend are very similar at different ages. They should continue to apply what they have already learned to more complex writing. • Children should be taught to recognise themes in what they read, such as loss or heroism. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text. • They should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies. • Children should be taught the technical and other terms needed for discussing what they hear and read, such as <i>metaphor, simile, analogy, imagery, style and effect</i>. • In using non-fiction, children need to know what information they need to look for before they begin and need to understand the task. They should be shown how to use contents pages and indexes to locate information. • The skills of information retrieval that are taught should be applied, for example in reading history, geography and science textbooks, and in contexts where children are genuinely motivated to find out information, such as reading information leaflets before a gallery or museum visit or reading a theatre programme or review. Teachers should consider making use of any available library services and expertise to support this. • Children should have guidance about and feedback on the quality of their explanations and contributions to discussions. • Children should be shown how to compare characters, settings, themes and other aspects of what they read.
WRITING	
Transcription	Composition
<ul style="list-style-type: none"> • As in earlier years, children 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. • Children 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 writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task (quick notes or a final handwritten version). They should also be taught to use an unjoined style (for labelling a diagram or data, writing an email address or for algebra) and capital letters (for filling in a form). 	<ul style="list-style-type: none"> • Children 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. • Children should have opportunities to create their own improvised, devised and scripted drama for each other and a range of audiences as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances. • Children should continue to add to their knowledge of linguistic terms, so that they can discuss their writing and reading.