

English Knowledge Progression



Early Learning Goal/EYFS key link: Literacy (Specific Area) including Comprehension, Word Reading and Writing and **Communication and Language (Prime Area)**, including Listening, Attention and Understanding and Speaking

EYFS: Please refer to EYFS Progression Documents for:

- **Communication and Language**
- **Literacy**
- **Expressive Arts and Design**
- **Physical Development**

National curriculum purpose of study:

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.

National curriculum aims: 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.

School intent:

At Bracebridge Infant and Nursery School we understand that literacy is a foundation to accessing learning in all other areas of the curriculum and literacy learning is encouraged, developed and supported here with great importance and focus at every opportunity. It is a core subject of the National Curriculum and a prerequisite for educational and social progress. English skills such as Reading, Writing and Speaking and Listening help to underpin other areas of the curriculum. With a range of languages, diverse cultures and individualities here at Bracebridge, the acquisition of language skills is of the utmost importance and therefore the teaching of all aspects of English is given high priority within school. We aim to ensure that every child becomes a reader, a writer and a confident speaker by the time they leave our school.

Literacy has three main aspects: speaking and listening, Reading and Phonics and Writing. Each of these aspects supports the others so all are taught with equal importance. We strongly believe that high quality phonics teaching and learning and high-quality speaking and listening experiences build the strongest foundations for good reading and writing development.

Writing

Writing Intent

At Bracebridge Infant and Nursery School, we want our children to develop a life-long love of language and literacy. We know that future success is linked directly to a broad vocabulary, love of reading and ability to communicate effectively through Writing. We believe that all children should be able to confidently communicate their knowledge, ideas and emotions fluently through their writing. Our aim is to create independent writers who can apply the skills and knowledge they have acquired. We want them to write clearly, coherently and creatively, adapting their compositions for different genres and purposes.

Furthermore, we have high expectations and aspirations for all children and to ensure that all learners make good progress in their writing from their starting point, striving to achieve their full potential.

Implementation

Throughout EYFS and KS1 our children have many opportunities to develop and apply their writing. The development of language, reading and physical development play an integral role in a child's writing journey. Early writing is encouraged through mark making opportunities in our nursery alongside the development of language in all aspects of the curriculum. We acknowledge and celebrate that behind every squiggle is a meaning or a story. This continues into Reception where we continue to enthuse children to write for a range of purposes and use a range of language in their composition. We know that learning has to become part of a child's long term memory for it to be effective, consequently we know that intelligent repetition and skilled teaching is the key.

Alongside this, we use a synthetic phonics programme called 'Read Write Inc' produced by Ruth Miskin. Read Write Inc. is a method of learning letter sounds and blending them together to read and write words. As part of this, all children in Reception and KS1 have daily phonics sessions in small groups where they participate in speaking, listening and spelling activities that are matched to their developing needs.

Other activities which support writing and promote the development of pencil grip, fine and gross motor skills, mark making, as well as opportunities for scaffolded, supported or independent writing are also established throughout the EYFS environments and KS1 classrooms. We ensure children are able to embed their writing skills and knowledge throughout the day in a range of contexts and situations.

Handwriting

The aim is that some children will be using joined up writing fluently and accurately by the end of year 2. In the Early Years Foundation Stage, letter formation is first introduced alongside the children's phonics learning to provide them with a multi-sensory approach; all as part of RWI and used to develop their fine motor skills. Specific handwriting sessions take place in class daily in Key Stage 1, and from Reception when children are ready, with a focus on letter formation and orientation and perfect pencil grip. However there is an expectation that handwriting is transferable across the curriculum with the same high standards considered and encouraged during all writing activities.

Impact

In EYFS observations and recordings of children's achievements are done so by individuals on Tapestry. They are displayed and celebrated throughout the environment and used to effectively assess against the Early Learning Goal.

Through the teaching of phonics daily, writing is assessed through RWI and in the Language and Literacy group using end of year expectation and writing assessment criteria. In KS1 we ensure that opportunities for cross-curricular writing are intrinsic to our curriculum and interwoven within other areas of learning throughout school.

Moderation takes place 3 times a year within school and with cluster schools, as well as through official moderations to ensure correct assessments are made.

We aim to ensure that children leave our school at the end of Year 2 as confident, fluent and capable word readers and spellers

WRITING

Knowledge	Nursery	Reception	Year 1	Year 2	Year 3
Transcription	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • 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. 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • spell words by identifying the sounds and then writing the sound with the letter/s. • write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • spell words containing each of the 40+ phonemes • spell Year 1 common exception words • spell the days of the week • add suffix -s, -es, -ing, -er and -est to root words. • add the prefix -un • write out simple sentences from memory 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • spell words by sounding them out verbally • spell Yr2 common exception words • use an apostrophe to show the contracted form and possession • spell by distinguishing homophones • add suffix -ly, -ness, -ful and -less to root words 	See SPAG
Handwriting and Presentation	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • use large-muscle movements to wave flags and streamers, paint and make marks. • use one-handed tools and equipment, for example, making snips in paper with scissors. • use a comfortable grip with good control when holding pens and pencils. Shows a preference for a dominant hand. Write some letters accurately. 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • develop the foundations of a handwriting style which is fast, accurate and efficient. • form lower case and capital letters correctly. • hold a pencil effectively in preparation for fluent writing 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • 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 and begin to spell numerals in words • understand which letters belong to which handwriting 'families' and practise these -when ready, begin to use cursive lead in and lead out strokes for some lower case letters 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • 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 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • use the diagonal and horizontal strokes 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

		<p>- using the tripod grip in almost all cases.</p> <ul style="list-style-type: none"> • write recognisable letters, most of which are correctly formed. 			
Composition	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • know many rhymes, be able to talk about familiar books, and be able to tell a long story. • 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. • begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc. 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • learn new vocabulary. • articulate their ideas and thoughts in well-formed sentences. • describe events in some detail. • use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • listen to and talk about stories to build familiarity and understanding. • retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • use new vocabulary in different contexts. <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <ul style="list-style-type: none"> • form lower case and capital letters correctly. • spell words by identifying the sounds and then writing the sound with the letter/s. • write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • write sentences by saying out loud what they are going to write • form a short narrative (story) using a sequence of sentences • discuss what they have written with a partner or adult • read aloud their writing clearly enough to be heard by their peers and the teacher • begin to make simple edits to their writing 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • write stories about things that reflect their personal experiences • write longer narrative (stories) about fictious and real events • create their own poetry • plan out a writing task before completing a narrative • edit and improve work- making simple additions/changes to their writing to improve their writing • confidently read aloud and perform any of their writing to a given audience 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • begin to use ideas from their own reading and modelled examples to plan their writing. • to proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements. • begin to organise their writing into paragraphs around a theme

		<ul style="list-style-type: none"> • re-read what they have written to check it makes sense. • develop storylines in their pretend play. • 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. • invent, adapt and recount narratives and stories with peers and teachers. 			
Spelling, Punctuation, Grammar and Vocabulary	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • understand 'why' questions, like: 'Why do you think the caterpillar got so fat?' • develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. <p>Use longer sentences of four to six words.</p>	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • learn new vocabulary. • use new vocabulary throughout the day. • articulate their ideas and thoughts in well-formed sentences. • connect one idea or action to another using a range of connectives. • offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher. 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • use finger spaces correctly • add together two sentences using 'and' • Use capital letters, full stops, question marks and exclamation marks in their writing correctly • Use a capital letter for proper nouns: names, places and days of the week 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • Use question marks, commas, exclamation marks and apostrophes consistently in their writing • Learn how to use sentences with different forms • Use a range of conjunctions such as 'and,' 'but,' and 'so' in their writing • Use expanded noun phrases to describe and specify • Use subordinate and co-ordinate clauses in their writing • Write in the present and past tense consistently and correctly • Use capital letters for proper nouns and the pronoun 'I' 	<p>Pupils will know:</p> <ul style="list-style-type: none"> • how to 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 <ul style="list-style-type: none"> • use the first 2 or 3 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

Vocabulary (revision) (new vocab)	Alphabet names, capital letters, names	Alphabet names, capital letters, names, upper and lower case, sentence, full stops	Upper and lower case, sentence, full stops, and, question mark, exclamation marks, proper noun	and, question mark, exclamation marks, proper noun, but, so, conjunction, sub-ordinate clause, pronoun, apostrophe	but, so, conjunction, sub-ordinate clause, pronoun, apostrophe, regular, plurals prefix, suffix, proof read, edit
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WRITING COMPREHENSION

Discussion	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> express a point of view and debate when they disagree with an adult or friend, using words as well as actions. engage in extended conversations about stories, learning new vocabulary. 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> articulate their ideas and thoughts in well-formed sentences. listen attentively and respond to what they hear with relevant questions, comments and actions, when being read to and during whole class discussions and small group interactions. hold conversation when engaged in back-and-forth exchanges with their teachers and peers. participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> use talk and role play to explore how others might think, feel and react differently from themselves and from each other. in reading explore how different characters might think, feel and react differently from themselves and from each other. 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> through reading and in life situations, recognise, that different people (characters) have different thought,/feelings about, views on and responses to particular scenarios (e.g. that the wolf would see the story of the Red Riding Hood differently to the girl herself.) explore different views and viewpoints. 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> through reading explore how different views might be expressed/explained/justified (e.g. the different view of characters in a particular book, the different view of people writing to a newspaper.) through role play and drama explore how different views might be expressed/explained/justified (e.g. the different view of characters in a particular book, the different view of people in a simulated 'real life' scenario.)
Explanation		<p>Pupils will know how to:</p> <ul style="list-style-type: none"> engage in non-fiction books. listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. offer explanations for why things might happen, making use of recently introduced vocabulary from stories, 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> read captions, pictures and diagrams on wall displays and in simple books that explain a process. draw pictures to illustrate a process and use the picture to explain the process orally. 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> after carrying out a practical activity, (e.g. experiment, investigation, construction task) contribute to creating a flowchart or cyclical diagram to explain the process, as member of group with the teacher. After seeing and hearing an oral explanation of the process, explain the same process orally also 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> create diagrams such as flow charts to summarise or make notes of stages in a process (e.g. in science, D&T or geography), ensuring items are clearly sequenced. explain processes orally, using these notes, ensuring relevant details are included

		<p>non-fiction, rhymes and poems when appropriate.</p> <ul style="list-style-type: none"> • use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. 		<p>using flowchart, language and gestures appropriately.</p> <ul style="list-style-type: none"> • read, with help, flowcharts or cyclical diagrams explaining other processes and then read others independently. • follow other practical tasks, produce a simple flowchart or cyclical diagram independently. 	<p>and accounts ended effectively.</p>
Instruction/Procedure	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • understand a question or instruction that has two parts, such as "Get your coat and wait at the door." • remember rules without needing an adult to remind them. 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. • explain the reasons for rules, know right from wrong and try to behave accordingly. 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • listen to and follow a single more detailed instruction and a longer series of instructions. • think out and give clear single oral instructions. • routinely read and follow written classroom labels carrying instructions. • read and follow short series of instructions in shared context. • contribute to class composition of instructions with teacher scribing. • write two consecutive instructions independently 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • listen to and follow a series of more complex instructions. • give clear oral instructions to members of a group. • read and follow simple sets of instructions such as recipes, plans, constructions which include diagrams. Analyse some instructional texts and note their function, form and typical language features: -statement of purpose, list of materials or ingredients, sequential steps, -direct/imperative language -use of adjectives and adverbs limited to giving essential information -emotive/value-laden language not generally used -As part of a group with the teacher, compose a set of instructions with additional diagrams. Write simple instructions independently e.g. getting to school, playing a game 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • read and follow instructions. • give clear oral instructions to members of a group. • read and compare examples of instructional text, evaluating their effectiveness. Analyse more complicated instructions and identify organisational devices which make them easier to follow, e.g. lists, numbered, bulleted points, diagrams with arrows, keys. • research a particular area (e.g. playground games) and work in small groups to prepare a set of oral instructions. Try out with other children, giving instruction and listening and following theirs. Evaluate effectiveness of instructions. • write clear written instructions using correct register and devices to aid the reader.
Non-chronological reports			<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • find out about a subject by listening and following text as information books are read, watching a video. • contribute to a discussion on the subject as information is assembled and the teacher writes the information. • assemble information on a subject in own experience, (e.g.) food, pets. 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • after a practical activity or undertaking some research in books or the web, take part in a discussion in another curriculum subject, generalising from repeated occurrences or observations. • distinguish between a description of a single member of a group and the group in general e.g. a particular dog and dogs in general. Read texts containing information in a simple 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • analyse a number of report texts and note their function, form and typical language features: -introduction indicating an overall classification of what is being described -use of short statement to introduce each new item

			<ul style="list-style-type: none"> • write a simple non-chronological report by writing sentences to describe aspects of the subject. 	<p>report format, e.g. <i>There are two sorts of x...; They live in x...; the As have x..., but the B's etc.</i></p> <ul style="list-style-type: none"> • assemble information on another subject and use the text as a template for writing a report on it, using appropriate language to present , and categorise ideas. 	<p>-language (specific and sometimes technical) to describe and differentiate</p> <p>-impersonal language</p> <p>-mostly present tense</p> <ul style="list-style-type: none"> • demonstrate research and note-taking techniques using information and ICT texts on a subject and using a spidergram to organise the information. • distinguish between generalisations and specific information and between recounts and reports, using content taken from another area of the curriculum. • analyse broadcast information to identify presentation techniques and notice how the language used signals change. • write non-chronological report using notes in a spidergram; draws attention to importance of subject verb agreements with generic participants (e.g.) <i>family is..., people are...</i> • write own report independently based on notes from several sources.
<p>Persuasion</p>			<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • describe incidents from own experience in an audible voice using sequencing words and phrases such as 'then', 'after that'; • listen to other's recounts and ask relevant questions. 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • read personal recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like <i>first, next, after, when</i>. • write simple first person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing, maintaining consistency in tense and person. 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • watch or listen to third person recounts such as news or sports reports on television, radio or podcast. Identify the sequence of main events. Read examples of third person recounts such as letters, newspaper reports and diaries and recount the same event in a variety of ways, such as in the form of a story, a letter, a news report ensuring agreement in the use of pronouns.

					<ul style="list-style-type: none"> • write newspaper style reports, e.g. about school events or an incident from a story, using a wider range of connectives, such as <i>meanwhile</i>, <i>following</i>, <i>afterwards</i> and including detail expressed in ways which will engage the reader <i>Girls with swirling hijabs danced to the....</i> • include recounts when creating paper or screen-based information texts.
Narrative: Telling Stories	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • recite many rhymes, be able to talk about familiar books, and be able to tell a long story. • take part in simple pretend play, using an object to represent something else even though they are not similar. • begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • engage in storytimes. • retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • develop storylines in their pretend play. • demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • make use of props and materials when role playing characters in narratives and stories. • invent, adapt and recount narratives and stories with their peers and their teacher. • perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music. 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • re-tell familiar stories and recount events; include main events in sequence, focusing on who is in the event • use story language, sentence patterns and sequencing words to organise events, e.g. then, next, etc • recite stories, supported by story boxes, pictures etc • act out stories and portray characters and their motives 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • re-tell familiar stories using narrative structure and dialogue from the text • include relevant details and sustain the listener's interest; • tell own real and imagined stories • explore characters' feelings and situations using improvisation • dramatise parts of won or familiar stories and perform to class or group 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • tell stories based on own experiences and oral versions of familiar stories • include dialogue to set the scene and present characters • vary voice and intonation to create effects and sustain interest • sequence events clearly and have a definite ending • explore relationships and situations through drama
Narrative: Writing	Pupils will know how to:	Pupils will know how to:	Pupils will know how to:	Pupils will know how to:	Pupils will know how to:

	<ul style="list-style-type: none"> • use longer sentences of four to six words. 	<ul style="list-style-type: none"> • articulate their ideas and thoughts in well-formed sentences. • connect one idea or action to another using a range of connectives. • express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher. 	<ul style="list-style-type: none"> • use patterns and language from familiar stories in own writing • write complete stories with a simple structure: beginning - middle - end • decide where it is set and use ideas from reading for some incidents and events 	<ul style="list-style-type: none"> • imitate familiar stories by borrowing and adapting structures • write complete with a sustained logical sequence of events • use past tense and 3rd person consistently • include setting and include characters, e.g. by adapting ideas about typical story characters • include some dialogue • use phrases drawn from story language to add interest, e.g. she couldn't believe her eyes 	<ul style="list-style-type: none"> • write complete stories with a full sequence of events in narrative order • include a dilemma or conflict and resolution • write an opening paragraph and further paragraphs for each stage of the story • use either 1st or 3rd person consistently • use conventions for written dialogue and include some dialogue that shows the relationship between the two characters.
Performing Poetry	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • sing a large repertoire of songs. • know many rhymes, be able to talk about familiar books, and be able to tell a long story. • remember and sing entire songs. 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • learn rhymes, poems and songs. • perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music. 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • perform in unison, following the rhyme and keeping time • imitate and invent actions 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • perform individually or together; speak audibly and clearly • use actions and sound effects to add to the poem's meaning 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • perform individually or chorally • vary volume, experimenting with expression and use pauses for effect • use actions, voices and sound effects and musical patterns to add to a performance
Creating Poetry			<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • invent impossible ideas, e.g., magical wishes • observe details of first-hand experiences using the senses and describe • list words and phrases or use a repeating pattern 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • experiment with alliteration to create humorous or surprising combinations • ,ake adventurous word choices to describe closely observed experiences • create a pattern or shape on the page • use simple repeating phrases or lines as models 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • invent new similes and experiment with word play • use powerful nouns, adjectives and verbs • experiment further with alliteration • write free verse • borrow or create a repeating pattern

Reading

Reading Intent

Here at Bracebridge Infant and Nursery School, we strive to promote and instil a love for reading from an early age and know that the paramount importance daily reading and exposure to rich vocabulary and texts has on children's academic success and lifelong learning. Through our curriculum, we strive to teach children to become confident, fluent and able readers- ones who want to share their love of books and language whether in English or their native language- written or spoken. It is our intent that through daily exposure to a wide variety of high quality, cross-curricular texts within class, and in addition to each classes Favourite Five books termly, that children are provided with the opportunity to engage with these texts and giving real purpose for reading to in order embed and practise their reading skills, drawing them further into the world of books and enhancing their love of reading.

Implementation

We use a synthetic phonics programme called Read, Write INC (RWI) produced by Ruth Miskin. Read, Write Inc is a method of learning letter sounds and blending them together to read and write words. As part of this, all children from Reception to Year 2 are put into small ability group and taught daily by an adult who has had full RWI training and continues to be coached and mentored so that our English teaching is always of the highest standard. The children participate in speaking, listening, and spelling activities that are matched to their developing needs, working through the different stages, learning and developing their phonics sounds and knowledge. The adults draw upon observations and continuous assessment to ensure children are stretched and challenged and to identify any children who may require additional support.

Any child, who for whatever reason, is not making the expected progress, and our lowest 20% receive daily intervention to allow them to make progress and leave the school a fluent reader. Once children have completed the RWI programme, they enter our language and literacy group, which teaches genres, speaking & listening, reading and writing through a high-quality text as well as the importance of comprehension. Alongside RWI, a genre per term is taught to the children and an independent written piece is produced in Key Stage 1.

Language and Literacy concepts to be covered:

Nouns (all forms), Pronouns, Adjectives, expanded noun phrase, verb - doing word, verb - being word, adverbs, Simile, Dr Sense, Preposition (Position), Simple Sentence, Antonym, Synonym, Openers which relate to Y2, Co-ordinating Conjunction, Compound sentence, Main clause, Subordinating Conjunction, Complex sentence, subordinate clause.

Reading for Pleasure

Reading is not only celebrated in classrooms but around school. You will find many opportunities for pupils to engage in reading opportunities during the classroom environment through our interactive reading corners, tents, little libraries outside and phonics areas around the school. High quality texts are read to the children daily in our dedicated reading time, with our 'favourite 5' books being repeated often so that children can retell their favourite stories independently and develop their knowledge of story structures. Author visits, and special events such as World Book Day all work to further develop children's love of the written word.

Reading at home is encouraged and children across school read regularly with teachers and teaching assistants. Each week, children in Nursery are invited to take home a reading for pleasure book to share with their families. Reception and Key Stage 1 children working on the RWI programme also have home reading books matched to their current phonics level 1 or 'free reader books' that they are reading as part of their Language and Literacy group teaching. We expect family at home to read these books with their child daily and make comments in their child's reading record

Language Acquisition & Vocabulary Development

We recognise the importance of developing a plethora of vocabulary. We endeavour to ensure we provide our pupils with a 'language rich' environment. Within our classrooms, we explore ambitious vocabulary across the wider curriculum to ensure we acquire an understanding of tricky language using our WOW word walls.

Speaking and listening

At Bracebridge Infant and Nursery School you will see speaking and listening taking place in every classroom during all lessons as we believe that high quality speaking and listening teaching will lead to high quality learning in all areas of the curriculum. Many of our lessons across the curriculum require the children to work collaboratively, either in pairs or small groups, which encourages key skills such as listening and responding appropriately and negotiating. Our literacy topics will usually begin with an emphasis on speaking and listening. During literacy lessons we use techniques such as drama, freeze framing and hot seating to encourage the children to explore the text they are sharing as a class more thoroughly before they carry out any writing activities. This allows the children to have developed their ideas about the text before they are asked to write, promoting more thoughtful and interesting written pieces of work.

Impact

Through the teaching of synthetic phonics, our aim it for children to become fluent and confident readers by the time they leave our school at the end of Year 2. Children's reading ability is assessed half termly through a RWI assessment. Children are then promptly moved into the correct group for them to continue progress. Children not making the expected level of progress according to our RWI progress grids receive immediate daily intervention. Any child who is recurring on the intervention list are assessed further with the school SENCO and appropriate support/agencies put into place. Moderation takes place within school staff, and cluster schools, as well as through official moderations to ensure correct assessments are made.

Furthermore, in EYFS we ensure that continuous provision provides opportunities for all aspects of communication, language and literacy in addition to daily phonics. Daily reading opportunities, areas, reading tents, use of Favourite Five texts and experiences are in place throughout EYFS. Observations and recordings of children's reading achievements are done so by individuals on Tapestry and subsequently displayed and celebrated throughout the environment and used to effectively assess against the Early Learning Goal.

A love and desire for reading is the foundation to all learning. The importance and impact of our reading curriculum is far-reaching and goes beyond the constraints of the statutory Early Years, Year 1 Phonics and Year 2 Reading assessments.

READING

Knowledge	Nursery	Reception	Year 1	Year 2	Year 3
Read, Write Inc and Language and Literacy	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> develop their phonological awareness, so that they can: <ul style="list-style-type: none"> spot and suggest rhymes count or clap syllables in words 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> read individual letters by saying the sounds for them. blend sounds into words, so that they can read short words made up of letter-sound correspondences. read some letter groups that each represent one sound and 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> End of term 1: Pink/orange End of term 2 yellow books End of term 3: Blue/grey books 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> read exception words noting unusual correspondences. read most words quickly and accurately without overt sounding and blending. read common suffixes. read most suitable books accurately, showing fluency and confidence. 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> 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

	<ul style="list-style-type: none"> • recognise words with the same initial sound, such as money and mother 	<p>say sounds for them.</p> <ul style="list-style-type: none"> • read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • say a sound for each letter in the alphabet and at least 10 digraphs. • read words consistent with their phonic knowledge by sound-blending. • read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 		<ul style="list-style-type: none"> • re-read books to build up their fluency and confidence in word reading. 	<p>to understand the meaning of new words they meet.</p> <ul style="list-style-type: none"> • attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
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READING COMPREHENSION

<p>Understanding and correcting inaccuracies</p>	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • enjoy listening to longer stories and can remember much of what happens. • understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions. • engage in extended conversations about stories, learning new vocabulary. 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • listen to and talk about stories to build familiarity and understanding. • retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • listen carefully to rhymes and songs, paying attention to how they sound. • listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • check that a text makes sense to them as they read and to self-correct. 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. • to check that the text makes sense to them as they read and to correct inaccurate reading. 	
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		<p>introduced vocabulary.</p> <ul style="list-style-type: none"> • anticipate (where appropriate) key events in stories. • use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. 			
<p>Reading for Pleasure</p> <p>Listening to and discussing texts</p> <p>Comparing, contrasting & commenting</p>	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions. 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • compare and contrast characters from stories, including figures from the past. • listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • listen to and discuss a wide range of fiction, non-fiction, and poetry at a level beyond that at which they can read independently. • link what they have read or have read to them to their own experiences. • retell familiar stories in increasing detail. • join in with discussions about a text, taking turns and listening to what others say. • discuss the significance of titles and events. • recognise simple recurring literary language in stories and poetry. • ask and answer questions about a text. • make links between the text they are reading and other texts they have read (in texts that they can read independently). 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding, and expressing their views. • become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. • discuss the sequence of events in books and how items of information are related. 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • recognise and listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • use appropriate terminology when discussing texts (plot, character, setting).
<p>Developing Vocabulary</p> <p>Words in Context and Authorial Choice</p>	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • use a wider range of vocabulary. <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • learn new vocabulary. • use new vocabulary throughout the day. • retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • use new vocabulary in different contexts. 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • discuss word meaning and link new meanings to those already known 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • discuss and clarify the meanings of new words, and find other words by using a thesaurus, then link meanings to known vocabulary. • discuss their favourite words and phrases 	<ul style="list-style-type: none"> • discuss vocabulary used to capture readers' interest and imagination

		<ul style="list-style-type: none"> • listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. 			
Inference and Prediction	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • understand 'why' questions, like: "Why do you think the caterpillar got so fat?" 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • anticipate (where appropriate) key events in stories. 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • begin to make simple inferences. • predict what might happen on the basis of what has been read so far. 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • make inferences based on what is being said and done. • predict what might happen based on what has been read so far in a text. 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts, and motives. • justify predictions using evidence from the text.
Poetry and Performance	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • sing a large repertoire of songs. • know many rhymes, be able to talk about familiar books, and be able to tell a long story. • take part in simple pretend play, using an object to represent something else even though they are not similar. • begin to develop complex 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • engage in storytimes. • retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • learn rhymes, poems and songs. • sing in a group or on their own, increasingly matching the pitch and following the melody. 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • recite simple poems by heart 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear. 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • prepare and perform poems and playscripts that show some awareness of the audience when reading aloud. • begin to use appropriate intonation and volume when reading aloud. • begin to recognise different forms of poetry (e.g. free verse or narrative poetry).

	<p>stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <ul style="list-style-type: none"> remember and sing entire songs. sing the pitch of a tone sung by another person ('pitch match'). sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs. create their own songs or improvise a song around one they know. 	<ul style="list-style-type: none"> develop storylines in their pretend play. demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. invent, adapt and recount narratives and stories with their peers and their teacher. perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music. 			
Non-fiction Structure and Organisation		<p>Pupils will know how to:</p> <ul style="list-style-type: none"> engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> identify the difference between a non-fiction book and a fiction book and use these terms. 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> recognise that non-fiction books are often structured in different ways. 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> retrieve and record information from non-fiction texts using contents and glossary to locate it.
Common Exception Words		<p>Pupils will know how to:</p> <ul style="list-style-type: none"> read a few common exception words matched to the school's phonic programme. 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> read Y1 common exception words, noting unusual correspondences noting between 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> read most Y1 and Y2 common exception words, noting between spelling and sound and where these occur in the word. 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> begin to read Y3/4 common exception words.

			spelling and sound and where these occur in words.		
Vocabulary (revision) (new vocab)	Phase 2 sounds, now, next	Now, next, then, because, I think	Then, because, I think, explain, contraction, predict, reasons	Contraction, predict, reason, explain deduce, infer, check, justify	deduce, infer, check, justify, prefix, suffix
Spoken Language					

Impact: (How will we know what the children have learnt)

The impact on our children is clear: progress, sustained learning and transferable skills. Achievement is evident in the children's 'Learning Journeys' on class and corridor displays and through the observations teachers' record for children. With the implementation of the writing journey being well established and taught thoroughly, children are becoming more confident writers, most genres of writing are familiar to them, and the teaching can focus on creativity, writer's craft, sustained writing and manipulation of grammar and punctuation skills.

As all aspects of English are an integral part of the curriculum. Cross curricular writing standards have also improved and skills taught in the English lesson are transferred into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific grammar, punctuation and grammar objectives. We hope that as children move on from us to further their education and learning that their creativity, passion for English and high aspirations travel with them and continue to grow and develop as they do.