



Beaufort English Curriculum

Our English Curriculum helps our children to develop:

- Ⓢ Creativity, imagination and innovation
- Ⓢ Literacy and communication skills
- Ⓢ A positive attitude to learning
- Ⓢ An ability to reflect and self-assess
- Ⓢ An ability to co-operate and collaborate
- Ⓢ An understanding of different ways of life, other cultures and religions

YEAR 5

Speaking and Listening	<p>Knowledge and Skills</p> <ul style="list-style-type: none">• Begin to structure speech in ways which show an understanding of the effect on the listener.• Make choices about sentence order, as well as word choices when talking for different purposes and audiences.• Identify and use a range of different question types and evaluate the impact on an audience.• Carefully choose the speech and movements used for different characters, when working in role or taking part in dramatic activities.• Show a clear understanding of what has been said and respond appropriately through suggestions, comments and questions.• Take on different roles and responsibilities when speaking in pairs or a group.• Use spoken language to support decision making when working in pairs or a group.• Choose and prepare poems, stories or play scripts to perform, showing understanding through intonation, tone, volume and action. <p>Experiences</p> <ul style="list-style-type: none">• Encourage children to demonstrate age-appropriate speaking and listening skills across ALL subjects and at ALL times - this means children should be encouraged to speak in full sentences and use Standard English.• Encourage children to choose and prepare poems, stories or play scripts that they can recite aloud with intonation, volume and actions.
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	<ul style="list-style-type: none"> • Provide opportunities for children to talk for different purposes and to different audiences (e.g. class councils, circle time, plenaries, assemblies, presenting their work to the class, guiding visitors around school etc.). • Discuss different word choices and sentence structures (e.g. active or passive) with children and encourage them to use both vocabulary and sentence structures appropriate to the purpose and audience. • Provide a range of purposes for pair and group discussion and interaction (e.g. sharing ideas and experiences, making plans, decision making, investigating, sorting, exploring, commenting, reporting, evaluating etc.). Ensure children are given plenty of opportunity to express their own beliefs and opinions compassionately and respectfully and that they respond in an appropriate manner to what they have heard, showing mutual respect and tolerance. Where appropriate, link talk for decision making purposes to the importance of democracy. • Ask children to decide the different roles and responsibilities they will have when speaking in groups (e.g. chair, timekeeper, summariser etc.). • Use dramatic techniques across the curriculum (e.g. role play, improvisation and scripted performances). • Direct teaching of speaking and listening skills.
<p>Reading</p>	<p>Knowledge and Skills</p> <ul style="list-style-type: none"> • Read widely and frequently a range of age appropriate fiction (e.g. myths, legends, modern fiction, fiction from our literary heritage and books from other cultures and traditions), poetry, plays, non-fiction and reference books, with a positive attitude, for pleasure and information. • Explain the meaning of words in context. • Read silently and discuss what they have read. • Recommend books that they have read to their peers, giving reasons for their choices. • Use knowledge of root words, prefixes and suffixes to decode words so that meaning is clear. • Locate, retrieve and record specific information using appropriate skills confidently and efficiently. • Summarise information, by producing notes and diagrams. • Identify and discuss themes, ideas, conventions in and across a range of challenging and different texts. • Justify plausible predictions based on what is implied and make more complex inferences, using evidence. • Discuss the author's choice of language, including figurative language, and grammatical features, considering the impact on the reader. • Evaluate the presentation of texts for their effectiveness in conveying information.



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	<ul style="list-style-type: none"> • Read a range of texts aloud, showing understanding through intonation, tone, volume and action. <p>Experiences</p> <ul style="list-style-type: none"> • Daily guided reading carousel. • Regular story time. • Teach children how to make book recommendations. • Read a wide range of challenging poems, plays, stories and non-fiction to children, at a level beyond that at which the children can read independently. Ensure that these include books from our literary heritage and that discussions focus on themes, issues and ideas raised in such texts with reference and links being made, where appropriate, to the school's and Modern British values. • Support children to use their knowledge of root words, prefixes and suffixes to decode words and to understand the meaning of new vocabulary. • Provide a range of real purposes for locating, retrieving, recording and summarising specific information, which genuinely motivate children to find out information. • Make clear what kind of explanations and questions are expected from them, during discussions. All children should take part. • Ensure discussions of texts allow children to: evaluate the author's choice of language, including figurative language, and grammatical features, considering the impact on the reader; evaluate the presentation of texts for their effectiveness in conveying information; and help children to recognise ways in which authors present issues and viewpoints in both fiction and non-fiction. Explore these viewpoints, highlight differences between facts and opinions and give children the opportunity to share their own viewpoints compassionately and respectfully. • Teach children the technical terms needed for discussing what they hear and read (e.g. metaphor, simile, analogy, imagery, style and effect). • Give children feedback and guidance about the quality of their explanations and contributions to discussions. • Provide opportunities for children to distinguish between facts or opinions. • Use Talk for Writing and drama techniques to support children's performance of a wide range of texts.
<p>Writing composition</p>	<p>Knowledge and Skills</p> <ul style="list-style-type: none"> • Identify the purpose and audiences for writing, taking into account how this influences the form and style of writing. • Write longer narratives, selecting the appropriate form, which include interrelated, well developed settings and plots together with significant interaction between characters that advance the action.



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- Establish and maintain viewpoints, moods, atmospheres and feelings.
- Use imaginative details and precise vocabulary to entertain, amuse and create tension.
- Use figurative language (e.g. similes, alliteration and metaphors).
- Write non-fiction texts for different purposes and audiences, which are logically organised and demonstrate control of the key features of non-fiction writing.
- Organise writing using paragraphs and a range of devices (e.g. conjunctions, pronouns and adverbials to build cohesion within and across paragraphs).
- Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, text boxes, underlining etc.).
- Use correct verb form throughout a piece of writing.
- Discuss writing similar to that which they are planning to write, commenting on its structure, vocabulary and grammar.
- Discuss how authors have developed characters and settings in what they have read, listened to or seen performed.
- Précis longer passages.
- Discuss what they are going to write and record ideas, before writing.
- Select appropriate grammar (sentence structures and punctuation) and vocabulary.
- Re-read what they have written to check it makes sense and consider how alternative grammar and vocabulary can enhance effects and clarify meaning.
- Proof-read writing to check for errors in spelling, grammar and punctuation.
- Discuss their writing with a peer or teacher, using the correct terminology.
- Assess the effectiveness of their own and others' writing, suggesting improvements.
- Make additions, revisions and corrections to their own writing, following self, peer and teacher assessment.
- Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.

Experiences

- Use the 'Transforming Writing' approach to planning writing opportunities. Ensure children do a 'cold write' at the start of a sequence of lessons, which is then used to identify gaps, personalise learning/closely match subsequent activities to meet the children's needs. Finish the teaching sequence with a 'warm write'.
- Ensure Talk for Writing strategies are embedded into the teaching elements of the 'Transforming Writing' approach e.g. provide model texts for the children to learn off by heart, encourage children to experiment with new vocabulary, sentence



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structures, grammar and to help them compose, rehearse and improve sentences orally before writing them.

- Provide a range of real purposes and audiences for writing. Encourage children to think about how the purpose and audience underpins decisions about the form and style the writing should take.
- Use a range of exciting starting points including ICT, to help children develop positive attitudes towards writing.
- Give children opportunities to create their own improvised, devised and scripted drama for each other and a range of audiences.
- Encourage children to respond thoughtfully to drama and theatre performances.
- Give children opportunities to capture ideas for their own writing, through drama techniques, Talk for Writing, shared writing, reading, research and cross-curricular teaching.
- Give children opportunities to build stamina for writing by ensuring children write daily, with at least one opportunity for an extended writing session each week (lasting up to 1 hour).
- Use working walls to show ambitious examples of writing similar to that which they are writing and to record ideas, grammar, punctuation, vocabulary and spelling rules/guidelines.
- Provide opportunities for children to discuss ambitious examples of writing similar to that which they are writing.
- Demonstrate, through teacher modelling, shared writing and guided writing, the skills and processes children need for: Capturing ideas; planning; drafting - in particular the modelling of selecting appropriate grammar and vocabulary and discussion of how choices can change and enhance meaning; rereading to check meaning is clear; proof-reading for errors in spelling, grammar and punctuation; assessing the effectiveness of own and others' writing; and making additions, revisions and corrections to writing.
- Ensure writing is taught **ACROSS THE CURRICULUM** - so, for example, that writing in Science, Geography, History, RE or PSHE is of the same standard as of that produced in English lessons. Through cross-curricular work, provide opportunities with real purposes and audiences, for children to write about a range of different countries, cultures, traditions, religions and beliefs. Encourage children to celebrate and demonstrate the school's, and thus by extension modern British values in their own writing.
- Provide opportunities for children to perform their own compositions to audiences, using appropriate intonation, volume and movement so that meaning is clear.
- Display final handwritten and/or typed copies of children's masterpieces.



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<p>Vocabulary, grammar and punctuation</p>	<p>Knowledge and Skills</p> <ul style="list-style-type: none"> • Use a thesaurus to improve vocabulary. • Write sentences containing coordinating and subordinate clauses, which are grammatically correct, using a wide range of conjunctions. • Write sentences containing relative clauses beginning with <i>who, which, where, when, whose, that</i> or an omitted relative pronoun. • Use a wide range of conjunctions, adverbs and prepositions to express time, cause and place. • Use capital letters, full stops, exclamation marks, question marks, commas in lists, commas after fronted adverbials, commas after reporting clause, apostrophes for contracted forms, apostrophes for possession and use inverted commas, a new line for each speaker and other speech punctuation in direct speech. • Use commas to separate clauses, to clarify meaning and avoid ambiguity. • Use brackets, dashes or commas to indicate parenthesis. • Use devices to build cohesion within paragraphs and across paragraphs (e.g. adverbials of time, place and number and appropriate choice of pronouns or nouns). <p>Experiences</p> <ul style="list-style-type: none"> • Give children the opportunity to use the correct terminology (e.g. modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion/cohesive devices and ambiguity). • Use Talk for Writing strategies and games to teach grammatical concepts. • Daily explicit teaching of grammar within the context of reading, writing and speaking. • Play grammar games (Jumpstart games and activities, Espresso, Education City etc.). • Provide opportunities for children to identify and discuss the use of grammatical concepts by others. • Encourage children to use correct terminology (see above), when discussing their own writing or that of their peers.
<p>Spelling</p>	<p>Knowledge and Skills</p> <ul style="list-style-type: none"> • Revise and apply spelling rules and guidelines taught in Year 3 and 4. • Understand guidelines for adding a wide range of prefixes and suffixes i.e. convert nouns or adjectives into verbs using suffixes (e.g. ate, ise and ify). • Spell words that end in <i>-cious</i> and <i>-tious</i> correctly. • Spell words that end in <i>-cial</i> and <i>-tial</i> correctly. • Spell words with silent letter (e.g. doubt, island, lamb, solemn and thistle).



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	<ul style="list-style-type: none"> • Spell words with /i:/ ('ee') sound spelt ei after c. • Spell a wider range of common homophones and near homophones accurately and consistently (e.g. advice/advise, device/devise, licence, license, practice/practise, prophecy/prophesy, aloud/allowed, cerial/serial, past/passed, dessert/desert, compliment/complement). • Use the first two or three letters of a word to check its spelling in a dictionary. • Spell at least half of the words on the Year 5 and 6 Spelling List, correctly (see Spelling Appendix). <p>Experiences</p> <ul style="list-style-type: none"> • Daily teaching of the Year 5 and 6 spelling rules and guidelines, outlined in the Year 5 and 6 section of the Spelling Appendix. • Play games daily to help children learn Year 3 and 4 spelling rules and guidelines and to learn common exception words. • Promote the 'Spelling Passport' by testing children on their word banks regularly and celebrating children's achievements. • Correct misspellings of words that children have been taught in children's own writing. • Use misspellings of other words (e.g. high frequency or topic words) as an opportunity to teach children about correct spellings. • Provide dictated sentences that include words taught so far to give children opportunities to apply their learning.
<p>Handwriting</p>	<p>Knowledge and Skills</p> <ul style="list-style-type: none"> • Use joined handwriting, fluently with increasing speed. • Choose the writing implement that is best suited for a task. <p>Experiences</p> <ul style="list-style-type: none"> • Frequent opportunities for children to develop the legibility, consistency and quality of their handwriting. • Frequent opportunities for children to develop fluency and speed. • Clear expectations for handwriting for particular tasks <i>ACROSS THE CURRICULUM</i> (e.g. a quick note verses a final handwritten version).