

English Scheme of Work

The Curriculum

The curriculum has been developed by using and widening the National Curriculum in order to produce a broad and balanced progressive, sequential long term plan with consideration of the local area and resource. All aspects of which comply with legislation and national guidance, this includes the teaching of Careers Education, Information, Advice and Guidance (CEIAG) across school.

English

The **intent** of our English curriculum is to deliver a curriculum which is accessible to all and will inspire **happy confident independent learners** who are **prepared for adulthood**. As a result of this they will:

- Communicate effectively within the world we live.
- Develop functional reading strategies to encourage creativity, pleasure and imagination in the world around us.
- Develop confident communicators to support students into the world of work.

From the long term plan a scheme of work has been produced and **implemented** which has high and equal aspirations for all learners and incorporates:

- **PFA links**
- **Cultural Capital links**
- **Reading opportunities**
- **Key Vocabulary**
- **Planned differentiation, Resource, Support or activity**

Groups are streamed for English lessons based on RWI groups students are in. This allows focussed and targeted teaching of reading and writing matched to need and the current Stages students are working on. RWI assessments are based on reading which means that English groups may have a wider range of writing abilities within the group. The skills and knowledge objectives for reading, writing and speaking and listening are organised using our Stages assessment criteria which provides opportunities for clear and specific differentiation, challenge and extension activities.

Long Term English plan

The curriculum that is in place is based upon two things:

- 1) English activities that lead to achieving **the school's intent** - to deliver a curriculum which is accessible to all and will inspire **happy, confident, independent learners who are prepared for adulthood.**
- 2) English that is relevant, usable and **supports individual learning needs** of students at Epinay School.

In order for us to achieve this, we have based our scheme of work on the following **3 Key statements** across the academic year.

1. To communicate effectively within the world we live in.
2. To develop functional reading strategies to encourage creativity, pleasure and imagination in the world around us.
3. To develop confident communicators to support students into the world of work.

Overview Phase 1

Students work towards meeting phase 1 targets based on EYFS play based learning, developmental milestones and good practice.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rhymes & Traditional Tales	Letters	Non-fiction	Narratives/stories	Instructions	Poetry

Overview Phase 2

Students will work towards achieving objectives within the stages documents for reading, writing and speaking and listening. This will be taught through a range of challenging texts.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Narratives	Poetry and instructions	Recounts (Letters, postcards)	Information texts and Newspapers	Fairy tales/ Myths and Legends	Recounts (Diaries)

Overview Phase 3

Students will work towards achieving objectives within the stages documents for reading, writing and speaking and listening. This will be taught through a range of challenging texts.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Narratives	Non-fiction - newspapers	Play scripts	Poetry	Non-fiction - information texts	Recounts - Letters and diaries

Overview Phase 4

Students will work towards Pearson Functional Skills English Entry level specifications and its outcomes through the range of genre listed below. This will be taught through a range of challenging texts.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Narratives	Narratives [2 weeks] Instructions real life experiences	Narratives [2 weeks] Poetry	Narrative [2 weeks] Persuasion and debate	Narrative [2 weeks] Recount and Newspapers	Narrative [2 weeks] Non chronological Non-fiction personal choice

Overview Phase 5

Students will work towards further objectives within relevant progressive qualifications e.g. Functional skills level 1, 2 and/or NOCN Suite of Level 1 and 2 Awards in English Skills through the genre listed below. This will be taught through a range of challenging texts.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Narratives	Narratives [2 weeks] Instructions real life experiences	Narratives [2 weeks] Poetry	Narrative [2 weeks] Persuasion and debate	Narrative [2 weeks] Recount and Newspapers	Narrative [2 weeks] Non chronological Non-fiction personal choice

At Epinay school there are a range of students with complex needs. 100% of students are diagnosed as having a learning difficulty/disability, within this a large % of students are diagnosed as having ASD, MLD and SLD (May, 2022). These developmental disabilities can cause significant social, communication and behavioural challenges. They affect how a person acts and interacts with others, communicates, and learns.

English genres have been carefully chosen to reflect this. Students generally have difficulties within the following areas:

- Reading skills and comprehension – some students may be fluent readers but need support to comprehend what they have read.
- Writing skills – Spelling, organisation, handwriting, punctuation, imagination and vocabulary. Students can find it hard to generate ideas independently and record their ideas.

The scheme of work has been designed to ensure students can develop within these areas, whilst also ensuring that English at Epinay is inclusive for all learners, and that they can take part in all lessons through differentiation and support.

Progression of skills and knowledge

Phase 1 - Students work towards meeting phase 1 targets based on child initiated learning and good practice.

Phase 2 & 3 - Students build on the skills knowledge gained in phase 1 and work through progressive objectives

Phase 4 - Students are in a place to use the skills and knowledge gained in Phase 2 and 3 to begin an appropriate qualification route, this may be Entry level certificate, Functional Skills or GCSE dependent upon ability.

Phase 5 - Students are in a place to use the skills and knowledge gained in Phase 4 to achieve a higher level of qualification where appropriate.

English Scheme of Work

The objectives that students meet are logged electronically. Termly progress data is collected, analysed and reported. Phase 1 has their own SOW which reflects relevant PFA links, vocabulary and cultural capital opportunities.

Narratives

Planned PFA Links/SMSC	<p>Explore a variety of careers and how to access further education and employment e.g Chef, Tree surgeon, Animal handler/ vet, Astronauts, Emergency Services, Sports personalities, Musicians</p> <p>Narratives: Zoo visits - animals Local parks - Thornley Woods, Bents Park, Herrington Park, Chester Le Street Visit National Trust Woodlands - Gibside/ Wallington learn about historic culture, Share English stories with other cultures through linking schools.</p>
Planned Reading Opportunities	<p>Staff select appropriate books related to the genre from Pie Corbett reading spine and staff can also select wider reading materials in this Scheme of Work. Staff are free to use other appropriate texts throughout the year. There is an expectation that students will be exposed to the books listed.</p>
Planned Key Vocabulary - Subject specific relevant to assessed stage	<p>Setting, characters, story openers, paragraphs, adjectives, connectives, conjunctions, similes, metaphors, personification, short and complex sentences, time connectives, suspense, ellipsis, onomatopoeia, speech marks, exclamation, speech verbs.</p>

Poetry and instructions

Planned PFA Links/SMSC	<p>Explore the different roles in theatre, production and performance and how to access further education and employment</p> <p>Community walk/ journey to local beauty spots - Herrington, Bents Park, South Shields beach, Seaburn beach, Seaham, Jesmond Dene, Gibside, Cragside Share English poems with other cultures through linking schools. Links with schools in Japan/ Greece/ France- pen pals, sharing traditional and modern poetry → Haiku, Ode, Villanell</p> <p>Develop knowledge of the local area - Visit Jarrow Hall, Arbeia Roman Fort, St Paul's Monastery, Viking Shopping Centre, Local Parks, beach trips to the Sage/ local music events to hear bands play live.</p> <p>Trip to the theatre Plan to perform a small poetry recital - showcase assembly. Visit venues to listen to live poets</p> <ul style="list-style-type: none"> ● Backstage tour ● Meet poets ● Watch a poet perform (on YouTube or in real life)
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Planned Reading Opportunities	Staff select appropriate books related to the genre from Pie Corbett reading spine and staff can also select wider reading materials in this Scheme of Work. Staff are free to use other appropriate texts throughout the year. There is an expectation that students will be exposed to the books listed.
Planned Key Vocabulary - Subject specific relevant to assessed stage	<p>Poetry Poem, poet, line, verse, rhyme, alliteration, onomatopoeia, shape poem, verbs, thesaurus, senses, couplet, pattern, adverb, noun, adjective, repeating pattern, syllables, assonance, prose, repetition, rhyme, chorus, oxymoron, simile, metaphor, stanza, synonym, antonym, hyperbole</p> <p>Instructions Title, Bullet points, pictures, numbers, chronological, formal, time connectives, firstly, then, next, after, secondly, thirdly, finally, while, since, until, meanwhile, imperative verbs.</p>

Recounts (Letters and postcards)	
Planned PFA Links/SMSC	Explore the different roles in the post office and how to access employment Explore the different roles in the tourist industry and how to access employment Visit a local tourist area. Links with care homes and hospices
Planned Reading Opportunities	Staff select appropriate books related to the genre from Pie Corbett reading spine and staff can also select wider reading materials in this Scheme of Work. Staff are free to use other appropriate texts throughout the year. There is an expectation that students will be exposed to the books listed.
Planned Key Vocabulary - Subject specific relevant to assessed stage	introduction, conclusion, date, formal, informal, after, first, later, next, then, finally, during, soon, address, recipient, letter, postcard,

Information texts and newspapers.

<p>Planned PFA Links/SMSC</p>	<p>Explore the different roles in media and journalism and how to access further education and employment Visit local media buildings Visit BBC Newcastle Visit local radio stations Speak to journalists/ anchors/ reporters Visit South Tyneside college /Newcastle College/ universities</p>
<p>Planned Reading Opportunities</p>	<p>Staff select appropriate books related to the genre from Pie Corbett reading spine and staff can also select wider reading materials in this Scheme of Work. Staff are free to use other appropriate texts throughout the year. There is an expectation that students will be exposed to the books listed.</p>
<p>Planned Key Vocabulary - Subject specific relevant to assessed stage</p>	<p>Yesterday, following, afterwards, later on, in the future, before, once, finally, ahead of, in front of, alongside, describe, comment, complained, confirmed, replied, responded, reported, official, headline, by-line, caption, image, introduction, summary, statement, non-fiction, heading, subheading, report, first person, chronological</p>

Fairy tales/myths and legends

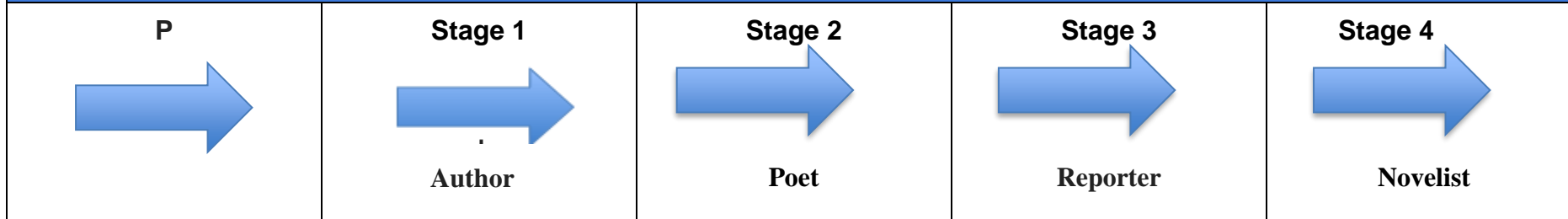
<p>Planned PFA Links/SMSC</p>	<p>Explore the different roles with the writing, illustrating, publishing and advertising reading material and how to access further education and employment Visit libraries/ bookstores Visit South Tyneside college /Newcastle College English/ art department. Ask local authors/ illustrators to come to school and share their practice. Work experience with an author/ illustrator/ library/ bookstore Speak to an agent of an author/ illustrator to explain their role.</p>
<p>Planned Reading Opportunities</p>	<p>Staff select appropriate books related to the genre from Pie Corbett reading spine and staff can also select wider reading materials in this Scheme of Work. Staff are free to use other appropriate texts throughout the year. There is an expectation that students will be exposed to the books listed.</p>

Planned Key Vocabulary - Subject specific relevant to assessed stage	Fable, wisdom, tale, moral, short story, genre, personify, animals, mythical, creature, God, Greek, Long ago. Many years ago...A thousand years ago...Moments later...In a distant kingdom...As night fell...As he entered the cave. While...Eventually...Suddenly...Before very long...invisible, invisibility Protective Precious Life-saving Promise Royal Powerful Rescue Retrieve Save Return Free Defeat Freedom City Kingdom Enchanted Terrified Petrified Captured Prisoner Ransom Victim Evil Punishment Peace Future persevere, noble Helpful Intelligent Strong Brave Powerful Fearless Wise Honest Truthful Trustworthy Cruel Savage Fierce Evil Gruesome Prickly Terrifying, vicious
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Recounts (diaries)

Planned PFA Links/SMSC	Explore the different roles within education, health and social care [record keeping/case studies] and how to access further education and employment Visits to places of local history - Souter lighthouse, Roman fort etc. to write a diary in the role of these people. Visit to South Shields museum - looking at recounts of historic events.
Planned Reading Opportunities	Staff select appropriate books related to the genre from Pie Corbett reading spine and staff can also select wider reading materials in this Scheme of Work. Staff are free to use other appropriate texts throughout the year. There is an expectation that students will be exposed to the books listed.
Planned Key Vocabulary - Subject specific relevant to assessed stage	diary, introduction, conclusion, date, time,, after, first, later, next, then, finally, during, soon, recount,

Writing Objectives








Scribe				
<p><u>Grammar and Punctuation</u></p> <p>To say a clause to complete a sentence</p> <p>To say an appropriate word to complete a sentence when an adult pause.</p> <p><u>Text Structure and Organisation [composition]</u></p> <p>To join in with nursery rhymes and familiar songs and poems</p> <p><u>Vocabulary</u></p> <p>To use vocabulary that is influenced by books and stories I have heard</p> <p><u>Planning, drafting and presenting [composition]</u></p> <p>To write a simple sentence using known graphemes</p> <p>To write sentences that have been rehearsed with an adult</p> <p>To make up sentences and say them aloud after a discussion with a teacher</p> <p>To sit correctly at a table, holding a pencil comfortably and correctly</p> <p>To begin to write from the correct place.</p>	<p><u>Grammar and Punctuation</u></p> <p>To begin to use past tense. To begin to use present tense To begin to use future tense.</p> <p>To use joining words and then</p> <p>To use spaces between the words</p> <p>To use capital letters for the days of the week.</p> <p>To use a full stop to demarcate sentences.</p> <p>To begin to use capital letters for proper nouns and personal pronoun "I"</p> <p>To begin to use question marks in writing.</p> <p>To begin to use exclamation marks in writing.</p> <p><u>Text Structure and Organisation [composition]</u></p> <p>To compose a sentence orally with support.</p> <p>To compose a sentence orally independently.</p> <p>To sequence basic ideas with support</p> <p>To write from memory a simple dictated sentence including words taught so far.</p> <p>To be able to sequence sentences in order with support.</p>	<p><u>Grammar and Punctuation</u></p> <p>To use past tense correctly and consistently</p> <p>To use the present tense correctly.</p> <p>To use the future tense correctly</p> <p>To vary sentences using subordination (when, if, that, because) to join clauses</p> <p>To vary sentences using coordination (and, but, or) to join clauses</p> <p>To use and understand verbs</p> <p>To use capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>To use apostrophes to show singular possession</p> <p>To use apostrophes to mark contracted form</p> <p>To use commas to separate items in a list.</p> <p>To write questions within their writing.</p> <p>To write statements within their writing</p> <p>To write commands within their writing</p> <p>To write exclamations within their writing.</p>	<p><u>Grammar and Punctuation</u></p> <p>To develop understanding of sentence openings</p> <p>To vary sentences for clarity To use a wider range of conjunctions to extend writing e.g. e.g. when, if, after, while, so, because and although</p> <p>To use conjunctions, preposition and adverbs to express time, place and cause e.g. then, next, soon, therefore</p> <p>To use present perfect verbs in addition to the past tense</p> <p>To begin to use inverted commas to punctuate direct speech</p> <p>To begin to use and identify subordinate clauses in sentences</p> <p>To use the possessive apostrophe with plural nouns.</p> <p>To identify consonants and vowels</p> <p>To begin to use "a" or "an" depending on the next word. <u>Text Structure and Organisation [Composition]</u></p> <p>To begin to use paragraphs to organise ideas</p> <p>To understand narratives, include: opening, build up, problem, resolution, ending</p>	<p><u>Grammar and Punctuation</u></p> <p>To use fronted adverbials including correct use of commas e.g. 'Later that day, I heard the bad news'</p> <p>To use apostrophes to mark plural possession</p> <p>To secure use of direct speech punctuation, also punctuation within and surrounding inverted commas</p> <p>To develop the use of relative clauses beginning with who, which, where, that</p> <p>To extend the range of sentences with more than one clause by using a wider range of conjunctions, adverbs or prepositions including when, if, because, although</p> <p>To vary the position of a subordinate clause within a sentence</p> <p>To begin to write multi-clause sentences</p> <p><u>Text Structure and Organisation [composition]</u></p> <p>To secure the use of paragraphs to organise ideas around a theme</p> <p>To begin to link paragraphs together across a text</p> <p>To securely use structure: opening, build- up conflict/problem, resolution, ending</p>

<p>To use pictures and letter appropriately</p> <p>To understand writing is from left to right.</p> <p>To make up short phrases or short sentences to express thoughts about stories or personal experiences</p> <p>To form lower case letters correctly</p> <p>To draw straight lines and circles</p> <p>To draw lines and circles on different scales, in the air, in sand on paper</p> <p>To hold a pencil using a tripod grip</p> <p><u>Spelling</u></p> <p>To write and spell words using initial sounds.</p> <p>To represent personal name using some appropriate letters</p> <p>To write my own name accurately from memory</p> <p>To identify graphemes on hearing corresponding phonemes</p> <p>To write graphemes on hearing corresponding phonemes</p> <p>To write simple words using known graphemes CV/VC/CVC</p> <p>To spell a few stage 1 words</p> <p>To identify</p>	<p>To write simple grammatically correct sentences.</p> <p><u>Vocabulary</u></p> <p>To use simple vocabulary.</p> <p>To use noun phrases.</p> <p>To add detail using simple descriptive language .e.g. adjectives</p> <p>To begin to use vocabulary collected from their reading material</p> <p>To enjoy exploring new vocabulary.</p> <p><u>Planning, drafting and presenting [composition]</u></p> <p>Say aloud what the students are going to write.</p> <p>Compose an oral sentence before writing it.</p> <p>To form lower case letters in the correct direction, starting and finishing in the right place.</p> <p>To form capital letters correctly</p> <p><u>Evaluating and editing [composition]</u></p> <p>To reread what they have written to check it makes sense with support</p> <p>To discuss what they have written with others/teacher</p> <p>To re-read aloud, clearly enough to be heard by others</p> <p><u>Spelling</u></p>	<p>To use language imitating texts story language e.g. once upon a time</p> <p>To structure your own writing using some simple features of different genres.</p> <p>To sequence sentences to form a short narrative.</p> <p><u>Text Structure and Organisation Composition]</u></p> <p>To consistently use the tenses, present and past.</p> <p>To demonstrate a knowledge of the structural features and language used within a genre. e.g. recounts, instructions, non-chronological reports and narrative</p> <p>To demonstrate an awareness of the audience for the writing.</p> <p>To sequence ideas e.g. 'introduction/development/ conclusion in non-fiction and beginning, middle and ending in narrative</p> <p>To understand that narratives include setting, character and plot.</p> <p>To write narratives about personal experience and those of others</p> <p><u>Vocabulary</u></p> <p>To use adventurous vocabulary in their writing e.g. adjectives, verbs and adverbs in narrative</p>	<p>To use simple, organisational devices in non-narratives e.g. sub-headings, bullet points, text layout</p> <p>To begin to use rhetorical questions to draw the reader in</p> <p><u>Vocabulary</u></p> <p>To use increasing range of sentence structure and more detailed vocabulary</p> <p>To use varied vocabulary across fiction and non-fiction including technical vocabulary</p> <p>To begin to experiment with figurative language</p> <p>To use words and phrases that capture the reader's interest and imagination</p> <p><u>Planning, drafting and presenting [composition]</u></p> <p>To begin to use reading experiences and understanding of structure, vocabulary and grammar to help plan their writing in a range of genre/text-types</p> <p>To discuss and record ideas before writing</p> <p>To compose and rehearse sentences orally (including dialogue)</p> <p>To begin to use varied and rich vocabulary and an increasing range of sentence structures</p> <p>To begin to plan with a clear purpose, audience and form</p>	<p>To use 1st and 3rd person appropriately and consistently throughout the text</p> <p>To use nouns or pronouns appropriately with a sentence to avoid repetition</p> <p>To write with an awareness of language and structural features of given text-type/genre</p> <p>To use a range of organisational devices e.g. sub-headings, bullet points, text layout</p> <p>To use rhetorical questions to lay emphasis on a point or act as a persuasive device</p> <p>To use a varied range of sentence structures</p> <p><u>Vocabulary</u></p> <p>To continue to vary a wider range of vocabulary across fiction and nonfiction including technical vocabulary related to the subject</p> <p>To effectively use conjunctions, adverbs and prepositions to express time, cause and place</p> <p>To expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases for effect</p> <p>To use a range of rich vocabulary in writing</p> <p>To use a or an accurately</p> <p><u>Planning, drafting and presenting [composition]</u></p>
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	<p>To begin to use phonetic knowledge to spell some words.</p> <p>To begin to spell some words containing consonant phonemes.</p> <p>To order the letters of the alphabet and the names of the letters</p> <p>To spell words containing diagraphs</p> <p>To begin spell stage 1 words.</p> <p>To begin to spell the days of week</p> <p>To use prefixes where the root word doesn't change.</p> <p>To use suffixes where the root word doesnt change</p> <p>To begin to spell words containing the short vowel sound.</p> <p>To begin to spell words with the long vowel sound.</p> <p>To spell some words containing the "r" controlled vowels.</p> <p>To spell stage 1 words.</p>	<p>To use technical vocabulary, e.g. the forest canopy</p> <p>To use new vocabulary and patterned phrases from their reading</p> <p>To explore new vocabulary in order to support their writing</p> <p>To use expanded noun phrases to describe and specify</p> <p><u>Planning, drafting and presenting [composition]</u></p> <p>To say and write from memory simple dictated sentences including punctuation and words taught.</p> <p>To plan and/or rehearse orally what they are going to write.</p> <p>To plan with a growing sense of purpose and the audience.</p> <p>To use the drafting process to gather and write down ideas and key words, including new vocabulary drawn from reading and discussion.</p> <p>To begin to develop a stamina for longer writing</p> <p>To form lower case letters of the correct size relative to one another</p> <p>To form capital letters, the correct size and orientation.</p> <p>To use spacing between words that reflects the size of the letters</p> <p><u>Evaluating and editing [composition]</u></p> <p>To re-read ensuring their writing makes sense.</p>	<p>To use handwriting that is legible with all the letters the same height and correct distance apart.</p> <p><u>Evaluating and editing [composition]</u></p> <p>To begin to evaluate writing (in relation to the effective use of word choice, grammar and punctuation, verbs to indicate time are used correctly and consistently, including verbs in the continuous form) with Teacher and other students</p> <p>To begin to evaluate the effectiveness of their own and others' writing against success criteria</p> <p>To begin to make improvements in my writing with teacher support</p> <p>To proofread for spelling and punctuation errors</p> <p>To read aloud their own writing, using appropriate intonation, tone and volume to make the meaning clear</p> <p><u>Spelling</u></p> <p>To use the first two or three letters of a word to check its spelling in a dictionary •</p> <p>To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p> <p>To spell words that are often misspelt</p> <p>To use prefixes with understanding.</p>	<p>To use reading experiences and understanding of structure, vocabulary and grammar to help plan their writing in a range of genre/text-types</p> <p>To discuss and record ideas before writing</p> <p>To compose and rehearse sentences orally (including dialogue) with a wider range of conjunctions</p> <p>To use varied and rich vocabulary and an increasing range of sentence structures</p> <p>To plan with a clear purpose, audience and form</p> <p>To plan writing using structure, grammar and vocabulary</p> <p>To plan viewpoints into writing.</p> <p><u>Evaluating and editing [composition]</u></p> <p>To evaluate and assess effectiveness of their own and others' writing against success criteria: planning purpose, text structure, language features of the genre/text-type</p> <p>To make improvements to written work</p> <p>To proofread for spelling and punctuation errors</p> <p>To proof read for sense, spelling and omitted words</p> <p>To propose changes to grammar and vocabulary to improve consistency, including accurate use of pronouns in sentences</p>
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		<p>To check for errors in spelling, grammar and punctuation</p> <p>To begin to evaluate whether writing meets intended purpose and audience.</p> <p>To make simple additions and corrections following proof-reading</p> <p>To read aloud what they have written with appropriate intonation</p> <p><u>Spelling</u> To use phonetic knowledge to spell unfamiliar words [phonetically plausible]</p> <p>To spell words by segmenting into phonemes</p> <p>To learn new ways for spelling words that sound the same but have different meaning[Homophones]</p> <p>To use the suffixes -ness, less, ful, ly, est, er</p> <p>To use a wider range of prefixes e.g. dis</p> <p>To begin to spell words with contracted forms. To spell stage 2 words</p>	<p>To use further suffixes with understanding</p> <p>To spell homophones and near homophones</p>	<p>To read aloud their own writing, using appropriate intonation, tone and volume to make the meaning clear</p> <p><u>Spelling</u> To identify consonants and vowels To use the first two or three letters of a word to check its spelling in a dictionary</p> <p>To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p> <p>To spell words that are often misspelt</p> <p>To spell an increasing number of irregular plurals e.g. goose, geese</p> <p>To consistently select the correct homophone to use within writing</p> <p>To use knowledge of prefixes and suffixes in writing</p> <p>To begin to identify and understand difference between plural and possessive s</p> <p>To begin to use standard form of verb inflections e.g. we were instead of we was Use the diagonal and horizontal strokes that are needed to join letters Down strokes of letters are parallel and equidistant. Lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch</p>
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Reading Objectives

Reading Objectives				
 P Scribe	Stage 1  Author	Stage 2  Poet	Stage 3  Reporter	Stage 4  Novelist
<p><u>Word Reading</u></p> <p>To say a single sound for up to 20+ graphemes.</p> <p>To read words by blending sounds with support.</p> <p>To identify initial sounds in words that are said to me.</p> <p>To recognise some letters from own name.</p> <p>To recognise own name on sight.</p> <p>To read accurately by blending the sounds in words with up to four known graphemes.</p> <p>To read accurately by blending sounds in words with two known graphemes.</p> <p>To read accurately by blending sounds in words with three known graphemes.</p> <p>To read aloud words and sentences without using pictures.</p> <p>To read aloud words and sentences consistent with phonic knowledge.</p>	<p><u>Word Reading</u></p> <p>To reread accurately books that are consistent with their developing phonic knowledge and do not require other strategies to work out words</p> <p>Reread these books to build up fluency and confidence in word reading</p> <p>To read 40 phonemes.</p> <p>To read alternative sounds for graphemes.</p> <p>To read the stage one words.</p> <p>To read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>To begin to read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>To read words containing taught GPCs and –s, -es, -ing, -ed, -er and –est endings</p> <p>To read other words with more than one syllable that contain taught GPCs</p>	<p><u>Word Reading</u></p> <p>To read accurately most words of two or more syllables</p> <p>To read most words containing common suffixes</p> <p>To read most common exception words.</p> <p>To blend sounds in words containing graphemes taught so far, especially recognise alternative sounds for graphemes.</p> <p>To read words accurately (90%) and fluently without overt sounding and blending,</p> <p>To sound out most unfamiliar words accurately, without undue hesitation</p> <p>To check text makes sense and correct inaccurate reading</p> <p>To read the stage two words.</p> <p>To show an awareness of punctuation marks.</p> <p>To read aloud with some attempts at intonation and expression.</p>	<p><u>Word reading</u></p> <p>To begin to apply knowledge of root words, prefixes and suffixes to both read aloud and to understand the meaning of new words they meet.</p> <p>To read exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>To read texts that are familiar with some expression.</p> <p>To read independently and fluently using a range of strategies.</p> <p>To decode familiar and unfamiliar words through blending.</p> <p>To show an awareness of punctuation marks when reading aloud: pausing at full stops, taking question/exclamation marks into account, speech marks, commas, ellipsis and brackets.</p> <p><u>Themes and conventions</u></p> <p>To begin to identify the main purpose of texts e.g. “This book will help us</p>	<p><u>Word reading</u></p> <p>To read aloud with pace, fluency and expression.</p> <p>To continue to show an understanding of punctuation.</p> <p>To apply a growing knowledge of root words, prefixes and suffixes when reading.</p> <p><u>Themes and conventions</u></p> <p>To identify and begin to explain the main purpose of texts in relation to the reader e.g. “This book is just to give facts but this one tells us what people think as well.”; “It tells us not to be taken in by how things look.”</p> <p>To begin to express personal opinions of the writer’s viewpoint “The writer thinks families care about each other but sometimes they don’t.”</p> <p>To identify themes in a wide range of texts e.g. triumph of good over evil.</p> <p>To compare the structure of different stories to discover how they differ.</p>

<p>To read up to 20 common exception words.</p> <p>To read accurately by blending sounds in words with up to five known graphemes.</p> <p>To recognise other familiar words e.g. logos in the environment and family names.</p> <p><u>Themes and conventions</u></p> <p>To choose a favourite story/book independently.</p> <p>To show an interest in stories and books.</p> <p>To hold a book the correct way</p> <p>To know that information can be retrieved from books.</p> <p><u>Comprehension</u></p> <p>To correctly indicate pictures of characters and objects in response to questions such as "Where is the...?"</p> <p>To respond to questions that require simple recall.</p> <p>To demonstrate an understanding in familiar stories/rhymes by answering questions e.g. where is he/she? What is he/she doing? etc.</p> <p>To retell some of a story that has been read to them.</p> <p>To recount a short sequence of events e.g. by sequencing images.</p> <p><u>Inference</u></p>	<p>To read words with contractions e.g. I'm, I'll, we'll</p> <p>To understand that the apostrophe represents the omitted letter(s)</p> <p>To use phonetic knowledge to attempt unknown words.</p> <p>To show an awareness of punctuation (full stops, exclamation marks, question marks)</p> <p>To use picture cues to help in reading simple texts.</p> <p><u>Themes and conventions</u></p> <p>To Identify features of familiar texts e.g. "There's always a baddie; "They all have happy ending"</p> <p>To make connections between texts e.g. "This is like a traditional tale because there's an evil witch/a bad wolf"</p> <p>To pick out relevant information from the text.</p> <p>To understand and use correctly, terms referring to conventions of print: book, cover, beginning, end, page etc.</p> <p>To begin to discuss features of a text - story language, use of fonts, text features and language choices.</p> <p>To understand the way that information is organised and use this in reading simple texts.</p> <p><u>Comprehension</u></p> <p>To express personal responses, including likes and dislikes; give some reasons linked to own experiences.</p>	<p><u>Themes and conventions</u></p> <p>To recognise the main purpose of text e.g. "It tells you how to. "It tells you where animals live",</p> <p>To show some awareness that writers have viewpoints e.g. "She thinks it's not fair."</p> <p>To identify similarities and differences between fiction and non-fiction e.g. similarities in plot, topic, about same characters. "This book tells you about the young of all cats but this one tells you about each cat separately, this one has lots of little pictures but this one has more writing."</p> <p>To become increasingly familiar with a wider range of stories, fairy stories and traditional tales and retell in detail.</p> <p>To use contents, index and glossary to locate information in non-fiction texts.</p> <p>To identify a few basic features of organisation at text level.</p> <p><u>Comprehension</u></p> <p>To express personal responses, including likes and dislikes with reasons, e.g. "She was just horrible like my Gran is sometimes."</p> <p>To recall straightforward information e.g. names of characters, main ingredients</p> <p>To answer and ask questions by locating information in texts e.g. about characters, topics</p>	<p>learn about ..."; "I can use this to find out about..."</p> <p>To identify author viewpoint with reference to text e.g. "The writer wants us to be afraid of him by saying he has a scar across his face."</p> <p>To comment on the authors' choice of language and its effect on the reader.</p> <p>To begin to recognise different forms of poetry e.g. free verse, narrative poems</p> <p>To begin to identify non-fiction text types by identifying the language features.</p> <p>To understand the purpose of paragraphs/chapters.</p> <p><u>Comprehension</u></p> <p>Express personal responses to fiction, non-fiction and poetry</p> <p>To be able to explain the meaning of ambitious words in context.</p> <p>To use a dictionary to check the meaning of words I have read.</p> <p>To be able to locate key information for a purpose.</p> <p>To locate information by skimming and scanning.</p> <p>To use text marking to support retrieval of information or ideas from texts.</p> <p>To retrieve and record information from texts (fiction and non-fiction)</p>	<p>To explore comparisons and alternatives that have occurred in texts, referring to the text to justify ideas.</p> <p>To identify the purpose, audience and organisation for different fiction/non-fiction texts.</p> <p>To recognise different forms of poetry e.g. free verse, narrative poems</p> <p>To read books that are structured in different ways and read for a range of purposes.</p> <p>To use knowledge of text structure to locate information.</p> <p><u>Comprehension</u></p> <p>To begin to express personal responses to fiction, non-fiction and poetry.</p> <p>To confidently able to explain the meaning of words in context e.g. using dictionaries</p> <p>To skim and scan to identify key ideas within a text.</p> <p>To continue to ask questions to improve their understanding of a text e.g. students ask questions linked to author purpose/themes/broader learning, "What happened to the girl after the story ended?"; "What was the largest dinosaur that ever lived?"</p> <p>To use quotations and text references to support ideas and arguments.</p> <p>To listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books.</p> <p><u>Inference</u></p> <p>Infer characters' feelings, thoughts and motives from their actions and justifying</p>
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<p>To use picture cues to predict what is happening.</p> <p>To use picture cues to predict what might happen next.</p> <p>To show anticipation about what is going to happen e.g by turning the page</p> <p><u>Language for effect</u></p> <p>To join in with predictable phrases and refrains of a particular phrase or refrain.</p> <p>To join in with some actions or repeat some words, rhymes and p[phrases when prompted.</p> <p><u>Speaking and Listening linked to reading</u></p> <p>To discuss favourite stories and why they like it.</p> <p>To talk about events in a story that has been read and link them to my own experience</p> <p>To enjoy listening to and using spoken and written language and readily turn to it in play and learning</p> <p>To speak clearly and audibly with confidence and control and show awareness of the listener.</p> <p>To listen with enjoyment and respond to stories, songs and other music, rhymes and poems</p> <p>To make up their own stories, songs, rhymes and poems.</p>	<p>To recall simple points from familiar texts.</p> <p>To begin to discuss new vocabulary and link meanings to what is already known</p> <p>To check that the text makes sense as they read e.g. self- correction</p> <p>To express an opinion about main events/characters.</p> <p>To recall the main points of the text in the correct sequence.</p> <p><u>Inference</u></p> <p>To link what they read or hear read to their own experiences</p> <p>To use prior knowledge or background information and vocabulary provided by the teacher e.g. "He must be going on holiday – he's packing his case," or "The mother stays by the nest to protect the eggs."</p> <p>To predict what might happen on the basis of what has been read so far e.g. "Jack will save them because that's what he always does"; "The next part will tell you about what lions eat."</p> <p>To use reasonable inference at a basic level - identify who is speaking etc.</p> <p><u>Language for effect</u></p> <p>To recognise and join in with predictable phrases, exploring the effects of patterns of language and repeated words and phrases e.g. "Run, run as fast as you can, you can't catch me I'm the Gingerbread Man."</p> <p>To comment on obvious features of language e.g. rhymes and refrains, significant words and phrases</p>	<p>To discuss sequence of events in stories</p> <p>To summarise a story giving the main points in sequence.</p> <p>To discuss reasons for events in books and how items or events are related by using textual references.</p> <p>To understand that non-fiction texts are structured in different ways e.g. this part tells about different things you can do at the zoo</p> <p>To identify some familiar patterns of language e.g. first, next</p> <p>To discuss and clarify meanings of new vocabulary from context and link new meanings to known vocabulary.</p> <p>To recognise recurring literary language in stories and poems e.g. long ago</p> <p>To retell a story clearly and with appropriate detail,</p> <p>To listen to and discuss a wide range of texts at a level beyond that at which they can read independently.</p> <p>To read simple sentences and reread to check for meaning.</p> <p>To show and understanding by beginning to use evidence including quotations from or references to text e.g. often retelling or paraphrasing sections of the text rather than using it to support comment</p> <p><u>Inference</u></p> <p>To use personal experience to connect with texts e.g. a response based on what they personally would</p>	<p>To ask questions to improve understanding and knowledge.</p> <p>To begin to discuss and identify how structure and presentation contribute to meaning.</p> <p>To quote directly from the text to support thoughts and discussions.</p> <p><u>Inference</u></p> <p>To infer characters' feelings, thoughts and motives from their actions and begin to justify with evidence e.g. "He wasn't happy there – that's why he ran away."</p> <p>To begin to understand what the writer is implying in a text e.g. "It doesn't say that she doesn't like her brother but there are clues."</p> <p>To make plausible predictions about a text using a range of clues including inference.</p> <p>To begin to identify main ideas from more than one paragraph and summarise these.</p> <p>To begin to emphasise with different characters' points of view to explain what they are thinking/feeling and the way they act.</p> <p><u>Language for effect</u></p> <p>To explore straightforward underlying themes and ideas in an appropriate level text.</p> <p>To begin to understand how language in different texts appeals to readers</p> <p>To begin to identify features that writers use to provoke readers'</p>	<p>inferences with evidence e.g. "There are clues that tell us he wasn't happy there – that's why he ran away."</p> <p>To identify and explain the difference in fact and opinion.</p> <p>To predict what might happen from both details stated and those implied</p> <p>To identify main ideas drawn from more than one paragraph and summarise these</p> <p>To identify ways in which paragraphs are linked.</p> <p>To use inference and deduction skills to discuss messages, moods, feelings and attitudes using clues from the text.</p> <p>To identify relationships between characters explaining the effects this has on the reader.</p> <p><u>Language for effect</u></p> <p>To identify the point of view from which a story is told and how that affects the readers' response.</p> <p>To begin to understand that figurative language creates images.</p> <p>To identify and comment on the author's choice of language where it is used to create mood/tension through dialogue, action and description.</p> <p><u>Speaking and Listening linked to reading</u></p> <p>To prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action e.g. students choose own poems linked to theme/topic; use drama or drama techniques to convey</p>
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	<p>To become familiar with key stories and retell them.</p> <p><u>Speaking and Listening linked to reading</u></p> <p>To participate in performance and role play.</p> <p>To recite some rhymes and poems by heart.</p> <p>To take part in a discussion.</p> <p>To use role, play to identify with characters and make inferences on the basis of what is being said and done e.g. "The children were scared of the dragon because they ran away."</p> <p>To tell stories and describe incidents from their own experience in an audible voice</p> <p>To retell stories, ordering events using story language</p> <p>To interpret a text by reading aloud with some variety in pace and emphasis.</p>	<p>be feeling rather than feelings of character in the text</p> <p>To make plausible inferences, with some support, based on a single point of reference in the text e.g. give reasons for why things happen or characters change, such as, "Henry started to behave because he knew his mum had sweets in her bag" or, "Children had to work all day in the mine – that's why they were scared and tired."</p> <p>To draw on what they know, background information and vocabulary</p> <p>To make plausible predictions using a range of clues e.g. "He's going to run away," or "I think it will tell us how the fire started."</p> <p>To make links between books they have read.</p> <p><u>Language for effect</u></p> <p>To comment on language choices e.g. "slinky" is a good word for a cat.</p> <p>To discuss why words are effective in context.</p> <p>To recognise patterns of literary language e.g. once upon a time, first, next, last.</p> <p>To discuss favourite words and phrases</p> <p><u>Speaking and Listening linked to reading</u></p>	<p>reactions e.g. descriptive and emotive language</p> <p><u>Speaking and Listening linked to reading</u></p> <p>To prepare poems to read aloud and to perform.</p> <p>To participate in presentations.</p> <p>To choose and prepare poems or stories for performance, identifying appropriate expression, tone, volume and use of voices and other sounds</p> <p>To actively include and respond to all members of the group</p>	<p>meaning; students negotiate own roles prior to performance.</p> <p>To participate in debates.</p> <p>To tell stories effectively and convey detailed information coherently for listeners</p> <p>To listen to a speaker, make notes on the talk and use notes to develop a role play.</p>
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Reading Spine	
	<p>The English scheme of work identifies and provides key books based on Pie Corbett's reading spine. They have been carefully selected to provide coverage and progression relevant to the English stage the students are working at. A wide variety of books have been chosen to ensure students are exposed to a variety of authors and genres. The books also ensure appropriate SMSC links are developed through the use of a wide range of rich and diverse books. As students are grouped by their reading ability for both RWInc and Scheme lessons, the books have been selected accordingly. English teaching staff are free to use other higher interest and more challenging books to read to the student alongside ones identified in the reading spine. It is expected that students will be exposed to a variety of texts throughout the year both in English and across the curriculum.</p> <p>Epinay students develop a love of reading through a separate reading for pleasure spine where staff choose texts from a variety of exciting and challenging genres. These texts expose students to books that are generally above their reading ability and wouldn't normally be able to access and enjoy independently. The wide range of texts allows the teacher and students to choose books matched to the interests of students within the class as well as to address themes linking to SMSC and other areas of the curriculum.</p>

Poetry	Poetry	Poetry	Poetry	Poetry	Poetry	Poetry	Poetry	Poetry	Poetry	Poetry	Poetry
<p>Commotion in the Ocean</p> <p>Each, peach, pear plum</p> <p>Nursery Rhymes</p>	<p>Shark in The Park</p> <p>Dinosaur Roar</p> <p>The Oxford Treasury of Nursery Rhymes</p> <p>The Puffin Baby and Toddler Treasury</p>	<p>Sharing A Shell</p> <p>This Little Puffin</p>	<p>My Many Coloured Days</p> <p>A Treasury of Songs</p>	<p>The Puffin Book of Fantastic First Poems</p> <p>Here Is a Little Poem: A Very First Book of Poetry</p>	<p>When We Were Very Young</p> <p>Heard It In The Playground</p>	<p>The Works Key Stage 1</p>	<p>Crazy Mayonnaisy Mum</p> <p>The Works Key Stage 1</p>	<p>A First Poetry Book</p> <p>The Works Key Stage 1</p>	<p>Quick Let's Get Out of Here</p> <p>The World's Greatest Space Cadet</p> <p>The Puffin Book Of Utterly Brilliant Poetry</p>	<p>Sensational</p> <p>Hot Like Fire and Other Poems</p> <p>Riding A Lion</p> <p>Deep in The Green Wood</p> <p>The Works Key Stage 2 Poems and Rhymes to Enjoy,</p> <p>Juggling With Gerbils</p>	<p>The Works 4: Every Kind of Poem on Every Topic That You Will Ever Need at School</p> <p>Lost Magic: The Very Best of Brian Moses</p> <p>The Magic Box</p> <p>Perform and Learn by Heart.</p> <p>New and Collected Poems for Children</p> <p>Collected Poems For Children [Ted Hughes and Raymond Briggs]</p> <p>Collected Poems For Children -Charles Causley</p>
Fiction: Rich And Diverse	Fiction: Rich And Diverse	Fiction: Rich And Diverse	Fiction: Rich And Diverse	Fiction: Rich And Diverse	Fiction: Rich And Diverse	Fiction: Rich And Diverse	Fiction: Rich And Diverse	Fiction: Rich And Diverse	Fiction: Rich And Diverse	Fiction: Rich And Diverse	Fiction: Rich And Diverse
<p>All about families</p> <p>Tango makes three</p>	<p>Zoom</p>	<p>So Much</p>	<p>Baby Goes To Market</p>	<p>My Hair</p>	<p>Hair Love</p>	<p>Dave and The Tooth Fairy</p>	<p>If All the World Were The Undefeated</p> <p>Little Leaders</p>	<p>Look Up</p> <p>Billy and The Dragon</p> <p>Blackberry Blue and</p>	<p>Planet Omar</p> <p>A dangerous game</p> <p>Anisha accidental detective</p>	<p>Varjak paw</p> <p>Diver's Daughter</p> <p>The Girl of Ink and Stars</p>	<p>Thief</p> <p>I am Malala</p> <p>The Night Bus Hero</p> <p>Boy In The Tower</p>

								other fairy tales Little Leaders Ellie and The Cat	Little Bad Man The Boy at The Back of the Class Private Peaceful	The Girl That Stole an Elephant The Garage King The Blue in The Striped Pyjamas Maus	Where the River Runs Cold Asher & The Spirit Bird Lalani of The Descent Sea Diver's Daughter The Girl of Ink and Stars The Curious Incident of The Dog And The Night
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