## Aims for English

The overarching aim for English in the National Curriculum is to promote high standards of literacy by equipping pupils with a strong command of the written and spoken word, and to develop their love of literature through widespread reading for enjoyment. 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.

Pupils should be taught to:

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| ***Word reading**** continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
* read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
* read accurately words of two or more syllables that contain the same GPCs as above
* read words containing common suffixes
* read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word
* read most words quickly and accurately when they have been frequently encountered without overt sounding and blending
* read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
* re-read these books to build up their fluency and confidence in word reading.
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| ***Comprehension**** develop pleasure in reading, motivation to read and understanding by:
* listening to, discussing and expressing views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently
* discussing the sequence of events in books and how items of information are related
* becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
* being introduced to non-fiction books that are structured in different ways
* recognising simple recurring literary language in stories and poetry
* discussing their favourite words and phrases
* continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
* understand both the books that they can already read accurately and fluently and those that they listen to by:
* drawing on what they already know or on background information and vocabulary provided by the teacher
* checking that the text makes sense to them as they read and correcting inaccurate reading
* making inferences on the basis of what is being said and done
* answering and asking questions
* predicting what might happen on the basis of what has been read so far
* participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
* explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
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| ***Spellings***spell by:* segmenting words into phonemes and representing these by graphemes, spelling many correctly
* learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
* learning to spell common exception words
* learning to spell more words with contracted forms
* distinguishing between homophones and near-homophones
* add suffixes to spell longer words, e.g. –ment, –ness, –ful and –less
* apply spelling rules and guidelines, as listed in Appendix 1
* write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.
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| ***Handwriting**** 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.
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| ***Composition**** develop positive attitudes towards and stamina for writing by:
* writing narratives about personal experiences and those of others (real and fictional)
* writing about real events
* writing poetry
* writing for different purposes
* consider what they are going to write before beginning by:
* planning or saying out loud what they are going to write about
* writing down ideas and/or key words, including new vocabulary
* encapsulating what they want to say, sentence by sentence
* make simple additions, revisions and corrections to their own writing by:
* evaluating their writing with the teacher and other pupils
* re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
* proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)
* read aloud what they have written with appropriate intonation to make the meaning clear.
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| ***Grammar and punctuation**** develop their understanding of the concepts set out in Appendix 2 by:
* learning how to use both familiar and new punctuation correctly (see Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms
* learning how to use:
* sentences with different forms: statement, question, exclamation, command
* expanded noun phrases to describe and specify, e.g. the blue butterfly
* subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
* learning the grammar of word structure in Appendix 2
* using some features of written Standard English
* use and understand the grammatical terminology in Appendix 2 in discussing their writing.
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