

SCHEMES OF WORK: ENGLISH

READING – STATUTORY					
YEARS 3 & 4		YEARS 5 & 6		KS3	
develop positive attitudes to reading and understanding of what they read by:	listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	maintain positive attitudes to reading and understanding of what they read by:	continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	develop an appreciation and love of reading, and read increasingly challenging material independently through:	reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from English literature
	reading books that are structured in different ways and reading for a range of purposes		reading books that are structured in different ways and reading for a range of purposes		
	using dictionaries to check the meaning of words that they have read		increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions		
	preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action		identifying and discussing themes and conventions in and across a wide range of writing		
	discussing words and		learning a wider range		

	<p>phrases that capture the reader's interest and imagination</p>		<p>of poetry by heart</p>		
	<p>recognising some different forms of poetry [for example, free verse, narrative poetry]</p>		<p>preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p>		
<p>understand what they read, in books they can read independently, by:</p>	<p>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p>	<p>understand what they read by:</p>	<p>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p>	<p>understand increasingly challenging texts through:</p>	<p>learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries</p>
	<p>asking questions to improve their understanding of a text</p>		<p>asking questions to improve their understanding</p>		<p>making inferences and referring to evidence in the text</p>
	<p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>		<p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>		<p>knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension</p>
	<p>predicting what might happen from details stated and implied</p>		<p>predicting what might happen from details stated and implied</p>		<p>checking their understanding to make sure that what they have read makes sense.</p>

	identifying main ideas drawn from more than one paragraph and summarising these		summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	read critically through:	knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning
	identifying how language, structure, and presentation contribute to meaning		identifying how language, structure and presentation contribute to meaning		recognising a range of poetic conventions and understanding how these have been used
			discuss and evaluate how authors use language, including figurative language, considering the impact on the reader		studying setting, plot, and characterisation, and the effects of these
			distinguish between statements of fact and opinion		understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play
					making critical comparisons across texts
READING – GUIDANCE					
	retrieve and record information from non-fiction		retrieve, record and present information from non-fiction		
	participate in discussion about both books		participate in discussions about books that are read		

<p>that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p>to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p> <p>explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>provide reasoned justifications for their views.</p>	
<p>Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales.</p>	<p>Pupils should be taught to recognise themes in what they read, such as loss or heroism. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text.</p>	
<p>They should also learn the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions).</p>	<p>They should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies.</p>	
<p>Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words.</p>	<p>Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect.</p>	
<p>Pupils should continue to have opportunities to listen frequently to stories, poems, non-fiction and other writing, including whole books and not just extracts, so that they build on what was taught</p>	<p>In using reference books, pupils need to know what information they need to look for before they begin and need to understand the task. They should be shown how to use contents pages and indexes to locate information.</p>	

<p>previously. In this way, they also meet books and authors that they might not choose themselves.</p>		
<p>Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning.</p>	<p>The skills of information retrieval that are taught should be applied, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, for example, reading information leaflets before a gallery or museum visit or reading a theatre programme or review. Teachers should consider making use of any library services and expertise to support this.</p>	
<p>In using non-fiction, pupils should know what information they need to look for before they begin and be clear about the task. They should be shown how to use contents pages and indexes to locate information.</p>	<p>Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions.</p>	
	<p>Pupils should be shown how to compare characters, settings, themes and other aspects of what they read.</p>	

WRITING – STATUTORY			
YEARS 3 & 4	YEARS 5 & 6		KS3
			<p>write accurately, fluently, effectively and at length for pleasure and information through:</p> <p>writing for a wide range of purposes and audiences, including:</p> <ul style="list-style-type: none"> • well-structured formal expository and narrative essays • stories, scripts, poetry and other imaginative writing • notes and polished scripts for talks and presentations • a range of other narrative and non-narrative texts, including arguments, and personal and formal letters
			<p>summarising and organising material, and supporting ideas and arguments with any necessary factual detail</p>
	<p>use dictionaries to check the spelling and meaning of words</p>		<p>applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form</p>

		use a thesaurus			drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing
plan their writing by:	discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	plan their writing by:	identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	plan, draft, edit and proof-read through:	considering how their writing reflects the audiences and purposes for which it was intended
	discussing and recording ideas		noting and developing initial ideas, drawing on reading and research where necessary		amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness
			in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed		paying attention to accurate grammar, punctuation and spelling
draft and write by:	composing and rehearsing sentences orally (including dialogue), progressively building a	draft and write by:	selecting appropriate grammar and vocabulary, understanding how such choices can	consolidate and build on their knowledge of grammar and vocabulary through:	extending and applying their grammatical knowledge to analyse more challenging texts

	varied and rich vocabulary and an increasing range of sentence structures		change and enhance meaning		
	organising paragraphs around a theme		in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action		studying the effectiveness and impact of the grammatical features of the texts they read
	in narratives, creating settings, characters and plot		precising longer passages		drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects
	in non-narrative material, using simple organisational devices [for example, headings and sub-headings]		in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action		knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English
			precising longer		using Standard English

			<p>passages</p> <p>using a wide range of devices to build cohesion within and across paragraphs</p> <p>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p>		<p>confidently in their own writing and speech</p> <p>discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology</p>
evaluate and edit by:	<p>assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p>	evaluate and edit by:	<p>assessing the effectiveness of their own and others' writing</p> <p>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>ensuring correct subject and verb agreement when using singular and plural,</p>		

			distinguishing between the language of speech and writing and choosing the appropriate register		
	proof-read for spelling and punctuation errors		proof-read for spelling and punctuation errors		
	read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.		perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.		
WRITING – GUIDANCE					
<p>Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description.</p>		<p>Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear.</p>			
<p>Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops.</p>					
<p>Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.</p>					

<p>At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters].</p>		
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SPOKEN ENGLISH – STATUTORY			
YEARS 3 & 4	YEARS 5 & 6	KS3	
		<p>speak confidently and effectively, including through:</p>	<p>using Standard English confidently in a range of formal and informal contexts, including classroom discussion</p>
			<p>giving short speeches and presentations, expressing their own ideas and keeping to the point</p>
			<p>participating in formal debates and structured discussions, summarising and/or building on what has been said</p>
			<p>improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</p>