



## **Brockswood Primary & Nursery School English Approach**

At Brockswood, English skills are woven into all of our subjects ensuring children make good progress and develop the secretarial and language skills needed for their future. Each day the children learn through a mixture of guided reading, guided writing, spelling sessions, focused handwriting, and English lessons.

### **Handwriting**

In line with the raised expectations and our understanding of the importance of handwriting, our children receive handwriting sessions where they learn the correct formation of letters and joins. Handwriting sheets are also sent home to be consolidated and practised.

### **Reading**

The school is keen to ensure that children learn to read and develop a lifelong love of reading and literature. This means providing high-quality texts, both fiction and nonfiction, and ensuring that children are introduced to these through cross-curricular projects, story-tellers, and the promotion of books and reading by teachers to children. Reading is given priority in our school.

We use a range of reading schemes in the school and we encourage children to read from a wide variety of genres, exposing them to rich language. An enthusiasm of reading and of literacy is developed from the very earliest stages of the children's education. The children are taught the skills of reading from nursery, through rigorous phonics teaching and the development of reading strategies, moving onto daily guided reading sessions in KS1 and then skills based reading lessons in KS2.

### **Phonics and Spelling**

We predominately use letters and sounds to underpin our teaching of phonics and Rising Stars to support our spelling in the juniors. Children receive phonic lessons daily and spelling programmes run throughout the week following the method of teach, practise, apply and assess. Throughout the school, where appropriate, the children are awarded certificates to celebrate their successes when they have reached the next stage in their spelling ladders.

### **Writing**

The children are given the tools and encouragement to become independent writers from the earliest opportunity. Throughout their journey the children will develop their writing, grammar, and speaking and listening skills, enabling them to write confidently for a variety of purposes. All units are linked to high quality reading texts and focus on the grammar and language structures presented in the National Curriculum. Guided and shared writing are used within lessons to help children develop these skills before they apply their new knowledge to independent work

YEAR 1 - English Expectations

<u>Word</u>	<u>Sentence</u>	<u>Text</u>	<u>Punctuation</u>
<p>To understand the terms; word, sentence, letter, singular, plural, punctuation, suffix</p> <p>To recognise and use regular plural noun suffixes -s or -es e.g. dog, dogs; wish, wishes, including the effects of these suffixes on the meaning of the noun.</p> <p>To know that suffixes that can be added to verbs where no change is needed in the spelling of root words -ed -ing -er e.g. helping, helped, helper.</p> <p>To know how the prefix un- changes the meaning of verbs and adjectives e.g unkind, or undoing: untie the boat.</p>	<p>To understand how words can combine to make sentences.</p> <p>To use joining words (conjunctions) to join clauses using; and, so, but and beginning to use because.</p> <p>To use simple adjectives to add detail or description.</p> <p>To use separate words with spaces.</p> <p>To create simple sentences using full stops and capital letters.</p> <p>To introduce the use of question marks and exclamation marks to demarcate sentences.</p>	<p>To sequence sentences to form short narratives.</p> <p>Understand that stories have a beginning, middle and end.</p>	<p>To recognise and use capital letters for names of people, places, days of the week and the personal pronoun I.</p> <p>To demarcate the end of a sentence using a full stop, question mark or exclamation mark.</p> <p>To use spaces to separate words and ideas.</p>

YEAR 2 - English Expectation			
<p><u>Word</u></p> <p>To understand the terms: noun, noun phrase, adjective verb, adverb and suffix.</p> <p>To understand the formation of nouns using suffixes e.g. 'ness' and 'er'</p> <p>To understand the formation of adjectives using suffixes e.g. 'ful' and 'less' e.g. beautiful</p> <p>To understand the use of suffixes 'er' and 'est' to form comparisons of adjectives and adverbs</p> <p>To understand the use of -ly to turn adjectives into adverbs.</p> <p>To understand the term singular and plural</p>	<p><u>Sentence</u></p> <p>To use conjunctions that signal time e.g. then, after, before, meanwhile.</p> <p>To use subordination: when, if, that, because.</p> <p>To use co-ordination: or, and, but.</p> <p>To begin to use conjunctions to write compound sentences e.g. and, so, then.</p> <p>To develop a mixture of simple and compound sentences.</p> <p>To write in clear sentences using capital letters and full stops accurately.</p> <p>To identify and write a range of sentence types: statement, question, command and exclamation. Also to change sentences from one form to another e.g. statements into questions etc.</p> <p>To use expanded noun phrases for description and specification with simple adjectives e.g. the beautiful blue butterfly, plain flour, the man in the moon.</p> <p>To use simple/single clause sentences to recount my own experiences in writing</p> <p>To use a variety of sentence openers</p>	<p><u>Text</u></p> <p>To use standard/continuous forms of verbs in present and past tense. E.g. catch/caught; see/saw; go/went; and to mark actions in progress. E.g. she is drumming, he was shouting.</p> <p>To use past tense and present tense consistently throughout texts</p> <p>To use 1st or 3rd person consistently throughout</p> <p>To understand the need for grammatical agreement: matching verbs to nouns/pronouns. E.g. I am; The children are.</p> <p>To use simple gender forms correctly. E.g. his/her</p> <p>To investigate and recognise a range of ways to present texts: speech bubbles, enlarged, bold or italic print; captions, headings/sub-headings</p> <p>To use: beginning, middle and end when writing a story</p> <p>To plan and write my own stories with a logical sequence of events, using groups of sentences to tell the different parts.</p>	<p><u>Punctuation</u></p> <p>To use capitalisation for the personal pronoun, I; for personal titles, Mr/Mrs; in headings and book titles.</p> <p>To use full stops accurately to mark the end of a sentence</p> <p>To be able to identify speech in reading and writing.</p> <p>To use commas to separate items in a list</p> <p>To use exclamation and question marks to demarcate sentences</p> <p>To use apostrophes for simple contracted form e.g. it's (it is) Apostrophes to mark singular possession in nouns e.g. the dog's bone</p>

YEAR 3 - English Expectations			
<p><u>Word</u></p> <p>To select nouns to be specific and understand the term collective noun.</p> <p>To know the difference between a proper and a common noun and form new nouns using a range of prefixes, such as: super-, anti-, auto-, and</p> <p>To use the term pronoun appropriately and understand their function in sentence (standing in the place of nouns).</p> <p>To investigate how pronouns are used to mark gender: he, she, they, and to distinguish between personal pronouns (I, you, him, it) and possessive pronouns (my, yours, hers)</p> <p>To use the term "verb" appropriately and to understand the function of verbs in sentences through using powerful verbs.</p> <p>To use the term adjective appropriately and to understand their function in sentences through: identifying them; discussing and defining what they have in common (words which qualify nouns); experimenting with deleting and substituting adjectives and seeing the effect on meaning; collecting and classifying them (moods, colours etc)</p> <p>To use the determiners 'a' or 'an' to modify a word according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box)</p> <p>To extend knowledge of pluralisation through noticing which nouns can be pluralised and which cannot (e.g. trousers, rain)</p> <p>To distinguish the 1st (I, me, we), 2nd (you), 3rd (she, her, them) person forms of pronouns</p> <p>To understand the differences between verbs in the 1st, 2nd and 3rd person (e.g. I/we do, you do, he/she/does, they do) by noting the differences between the singular and plural persons.</p> <p>To identify vowels and consonants and the use of the 'schwa' sound</p> <p>Identify word families, showing how words are related e.g. solve, solution, solver.</p>	<p><u>Sentence</u></p> <p>To express time and cause using conjunctions (so, when, before, after, while, because); adverbs (then, next, soon) and prepositions (before, after, during, because of)</p> <p>To use adverbials of time, place and manner e.g. at midnight, over the hill, all of a sudden.</p> <p>To extend sentences to have more than one clause using a wider range of conjunctions, e.g. when, if, because, although, or, and, but</p> <p>To continue developing a mixture of simple and compound sentences.</p> <p>To begin to experiment writing complex sentences using a subordinate clause either at the beginning or the end, using subordinating conjunctions (if, so, while, though, since, when)</p> <p>To revise sentence types (command, question, statement) and the associated punctuation which belongs to it (e.g. exclamation mark belongs to a command)</p> <p>Recap turning statements into questions and vice versa. To know that a statement ends with a full stop and a question ends in a question mark</p> <p>To identify and use noun phrases</p> <p>To identify and use alliteration and similes</p> <p>To understand the term 'adverb' and be able to identify simple adverbs e.g. slowly.</p> <p>To understand the term 'preposition' (spatial only e.g. next to, over, under)</p> <p>To use tense correctly and consistently.</p>	<p><u>Text</u></p> <p>To ensure grammatical agreement in speech and writing of pronouns and verbs. (E.g. I am; we are) in standard English.</p> <p>To be aware of concision - experiment with deleting words in sentences to see which are essential to retain meaning and which are not.</p> <p>Introduction to paragraphs as a way to group related material.</p> <p>To use headings and sub-headings to aid presentation</p> <p>To use 1st and 3rd person and tense consistently.</p> <p>To understand the text type associated with the persons. E.g. diaries and personal letters = 1st person; instructions and directions = 2nd person; narrative and recounts = 3rd person etc</p> <p>Use the present perfect form of verbs instead of the simple past. (e.g. He has gone out to play instead of; He went out to play).</p> <p>To identify the perfect form of verbs (continuous form) to mark relationships of time and cause (e.g. I have written it down so we can check what he said)</p>	<p><u>Punctuation</u></p> <p>To secure knowledge of question marks and exclamation marks in reading, understanding their purpose and use appropriately in own writing.</p> <p>To use capital letters for a range of purposes including new lines in poetry, proper nouns, after a full stop, titles etc</p> <p>To demarcate sentences with capital letters, full stops, question marks and exclamation marks.</p> <p>To use the term comma appropriately and to understand the function of commas in sentences to mark causes and for lists.</p> <p>To use apostrophes to mark omission (contraction) e.g. wouldn't (would not)</p> <p>To use possessive apostrophe accurately in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's</p> <p>To know the basic conventions of speech punctuation by identifying speech marks/inverted commas in reading and beginning to use them in own writing using capital letters to mark the start of direct speech.</p>

YEAR 4 - English Expectations

<u>Word</u>	<u>Sentence</u>	<u>Text</u>	<u>Punctuation</u>
<p>To recap definitions of proper, common, collective nouns and introduce abstract nouns.</p> <p>To understand and use the word 'tense' in relation to verbs by knowing that tense refers to time.</p> <p>To extend knowledge and understanding of adverbs through identifying common adverbs with 'ly' suffixes and discussing their impact on the meaning of a sentence.</p> <p>To recap determiners to modify words: Identify the articles within a sentence - a, an (indefinite), the (definite), my, your (possessives)</p> <p>To understand the use of expressive and figurative language in stories and poetry through constructing adjectival phrases; examining comparative and superlative adjectives; comparing adjectives on a scale of intensity (hot, warm, tepid etc)</p> <p>To use fronted adverbials/adverbial phrases to vary sentence structure with appropriate punctuation</p> <p>To know what a phrase is and identify phrases in sentences</p> <p>To know what a clause is and identify clauses in sentences</p> <p>To use powerful verbs to add impact; select adjectives and adverbs for variety and interest</p> <p>To identify and use prepositional phrases e.g the teacher-expanded to- the strict maths teacher with curly hair.</p> <p>To understand and use the term 'synonym' to find alternative words with the same/similar meaning</p> <p>To know the grammatical difference between plural and possessive 's'</p>	<p>To recap subordinating conjunctions used to add a subordinate clause (after, since, because, when, although)</p> <p>To know what a simple, compound, complex sentence is and explain why.</p> <p>To identify subordinate clauses and to understand that a subordinate clause can be placed at the beginning or end of the complex sentence</p> <p>To recognise how commas, conjunctions and full stops are used to join and separate clauses and how some are more effective than others.</p> <p>To know how to use and change sentences types (statements, questions, commands and exclamations).</p> <p>To use expanded noun phrases (adjectival) and adverbial phrases</p> <p>To understand the importance of subject verb agreement and identify when it had been used incorrectly in a sentence.</p> <p>To identify and use Alliteration, similes, metaphors and onomatopoeia. Examine its impact in a sentence.</p>	<p>To distinguish between standard and non-standard English. (Standard English forms for verb inflections instead of local spoken forms e.g. 'we were' instead of 'we was' or 'I did' instead of 'I done') and the avoidance of use of slang.</p> <p>To extend upon year 3 to use paragraphs to organise ideas around a theme</p> <p>To identify the use of 1st, 2nd and 3rd person</p> <p>To use appropriate choice of pronoun or noun across sentences</p> <p>To maintain consistent use of person, tense and pronouns</p>	<p>To use full stops, capital letters, question marks and exclamation marks accurately</p> <p>To use commas to mark grammatical boundaries within sentences (to separate phrases and clauses within a sentence, after fronted adverbials and in a list)</p> <p>To use apostrophes to mark possession through identifying possessive apostrophes and understanding the basic rules for apostrophising singular nouns e.g. the man's hat; for plural nouns ending in 's', e.g. the doctors' surgery and for irregular plural nouns e.g. children's playground.</p> <p>To distinguish between uses of the apostrophe for contraction and possession</p> <p>To identify the common punctuation marks including commas, semi-colons, colons, dashes, hyphens, speech marks and respond to them appropriately when reading</p> <p>To use speech marks accurately and punctuate direct speech.</p>

YEAR 5 - Grammar Expectations			
<p><u>Word</u></p> <p>To recap noun classes from year 4 - common, proper, collective, abstract, pronoun etc</p> <p>To convert nouns or adjectives into verbs using suffixes (-ate, -ise, -ify)</p> <p>To identify more complex prepositions e.g. through, throughout, without, until, during, about.</p> <p>To use pronouns accurately to what or whom they refer</p> <p>To Indicate degrees of possibility by identifying: Modal verbs (might, shall, would, should, could, may, ought, will, can, must) and Adverbs (perhaps, surely)</p> <p>To identify imperative verbs in instructions and past tense in recounts</p> <p>To recap superlative and comparative adjectives.</p> <p>To identify the less obvious verbs in sentences e.g. is, are, has, have, am, went, go</p> <p>To begin to use 'conditionals'</p> <p>To know that adjectives are used to modify the noun. To be able to identify when these modifying words are other word classes (not adjectives) e.g. the lamp glowed (is a verb) It was such a bright red! (is a noun)</p> <p>To find alternative words with the same meaning (synonyms) and find the words with the opposite meanings (antonyms)</p> <p>To recap year 4 determiners and introduce new ones: Quantifiers- all, enough, some, any, no, much, few, little, many, either, each, every. Demonstratives- this, that, these, those</p> <p>Distinguish between homophones and other words which are often confused.</p>	<p><u>Sentence</u></p> <p>To identify the differences between time, causal, additional, oppositional and logical conjunctions within genre e.g. oppositional in balanced argument- on the other hand.</p> <p>To understand the difference between subordinating and coordinating conjunctions.</p> <p>To use a range of sentence openers- considering their effect.</p> <p>To identify a main clause in a long sentence and in sentences which contain more than one clause.</p> <p>To use complex sentences accurately by using a subordinate clause, using subordinating conjunctions.</p> <p>To use relative pronouns (which, who, that, where, whose) to add an embedded clause/relative clause to a main clause to make a complex sentence.</p> <p>To use noun phrases, adverbial phrases and introduce prepositional phrases and expanded noun phrases for clarity, detail and precision</p> <p>To identify the difference between active and passive voice in sentences.</p> <p>To construct sentences in different ways, while retaining meaning through combining 2 or more sentences; re-ordering them; deleting/substituting words etc.</p> <p>To recap subject-verb agreement. To be able to identify the subject and verb within a sentence and edit sentences to ensure the subject and verb agree.</p> <p>To identify and use literary features and discuss its impact and effect: alliteration, similes, metaphors, onomatopoeia, idioms, proverbs</p>	<p><u>Text</u></p> <p>To understand the conventions of standard English and consider when and why standard English is used: agreement between nouns and verbs; avoidance of double negatives; avoidance of slang words and contractions; avoidance of similes, metaphors and idioms.</p> <p>To investigate word order by examining how far the order of words in sentences can be changed: which words are essential to meaning; which can be move to a different order etc (concision)</p> <p>To understand, use and identify devices to build cohesion within paragraphs (then, after that, this, firstly)</p> <p>Understand the terms semantic and grammatical cohesion.</p> <p>Using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) - also used for cohesion.</p> <p>To recap the purpose of using paragraphs (new location, time, change of event, etc)</p> <p>Use appropriate and consistent tense choices by investigating how different tenses are formed using auxiliary verbs (have, was, shall, will, be, do)</p> <p>Understanding the range of verb tenses to move between past, present and future</p> <p>To understand different styles of writing are associated with different text types e.g. formal writing for a letter of complaint, informal for a diary entry; and to adapt writing for different readers an purposes, e.g. simplifying for younger readers.</p>	<p><u>Punctuation</u></p> <p>To indicate parenthesis using brackets, dashes and commas (all have same purpose)</p> <p>To revise use of commas from year 4 and to clarify meaning or avoid ambiguity; to embed phrases and clauses within sentences; for a pause; to separate name of someone being addressed and for dates and numbers.</p> <p>Secure use of the apostrophe for possession and omission</p> <p>Use of colon to signal a list</p> <p>Use of hyphen to join two words together</p> <p>Use of semi-colon to join two clauses together</p> <p>Use of inverted commas to demarcate direct speech or quotations and the use of commas before and within speech. To accurately use a new line for a new speaker</p> <p>To understand the difference between direct and reported speech; change reported speech to direct speech and vice versa</p>

YEAR 6 - English Expectations

<p><u>Word</u></p> <p>To revise the different word classes: nouns, verbs, adverbs, adjectives, prepositions, pronouns etc</p> <p>To recap modal and auxiliary verbs</p> <p>To use the past progressive and present continuous verbs accurately.</p> <p>Subjunctive verbs.</p> <p>To know that a verbs complement adds more information about the verbs subject (or its object)</p> <p>To identify whether a sentence is active or passive by identifying the subject and object.</p> <p>To understand the term 'impersonal' (formal) and 'personal' (informal) voice.</p> <p>Understand the term 'conditionals' (if, then, might, could, would) by constructing sentences which express possibilities - to speculate cause (past) and review options and their outcomes (future)</p> <p>To identify phrases and clauses within a sentence</p> <p>To know that nouns, verbs and adverbs can also characterise a noun (not just adjectives)</p> <p>To know determiners include articles, demonstratives, possessives, quantifiers an numerals</p> <p>To vary choice of verbs (clambered, plodded) and adverbs (reasonably well behaved children) to show shades of meaning.</p> <p>To know how words are related by meaning such as synonyms and antonyms.</p>	<p><u>Sentence</u></p> <p>To transform a sentence from passive to active and vice versa.</p> <p>To change a personal sentence to an impersonal one and vice versa.</p> <p>To revise all conjunction categories: position (besides, nearby); sequence (firstly, secondly); logic (therefore, so) etc....</p> <p>To identify conjunctions which have multiple purposes e.g. on, under, besides.</p> <p>To identify coordinating/subordinating/contrasting conjunctions</p> <p>To write sentences appropriate/effective for text type, audience and purpose</p> <p>To identify, understand and form complex sentences; identifying the main and subordinate clause within it.</p> <p>To understand how different clauses can be manipulated to achieve different effects.</p> <p>To recap using embedded clauses and using more than one subordinate clause using all appropriate punctuation.</p> <p>To add an expanded noun phrase to a sentence or identify it within one.</p> <p>To use expanded noun phrases to convey complicated information concisely.</p> <p>To identify verb phrases within a sentence.</p> <p>To identify and use prepositional phrases.</p> <p>To recap year 5 literary features and introduce personification</p>	<p><u>Text</u></p> <p>To revise the construction of standard and non-standard English by identifying when the subject and verb doesn't agree an in standard English using the 'I' and 'me' correctly (recap year 5)</p> <p>To be able to write in a formal style by understanding its features - imperative verbs, use of passive voice, use of the subjunctive 'reported' rather than 'said', official vocabulary e.g. those wishing to...</p> <p>To revise language conventions and grammatical features of the different text types e.g. recounts - anecdotes, experiences; reports - factual; explanation - how and why etc</p> <p>To recap cohesive devices to link ideas across paragraph: semantic cohesion (repetition of a word or phrase); grammatical connections (use of adverbials) and ellipsis.</p> <p>To understand the purpose of layout devices such as headings, sub-headings, columns, bullet points or tables to structure a text</p>	<p><u>Punctuation</u></p> <p>Revise all punctuation: commas, full stops, capital letters, question, exclamation marks; Parenthesis (commas, dashes and brackets) Colons, semi-colons, inverted commas, apostrophes etc</p> <p>To use and understand the punctuation of bullet points to list information</p> <p>To understand how hyphens can be used to avoid ambiguity (e.g. 'man eating shark' versus 'man-eating shark')</p> <p>To understand the use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma</p> <p>To use dashes and brackets to introduce explanations or examples</p>