



ENGLISH

The teaching of English at Park House aims to promote a lifelong love of reading and to equip all students with the skills and knowledge they need to be confidently literate, independent, and resilient learners. Our priority is to promote high standards of language and literacy by equipping students with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.

Our approach to teaching English is multi-faceted, incorporating a cross-curricular link with the International Early Years Curriculum (IEYC) in the Early Years Foundation Stage (EYFS), and with the International Primary Curriculum (IPC) in Key Stage 1 and 2.

In line with the English National Curriculum, our aim is that by the time all children leave the primary school at Park House English School they will be able to:

- read easily, fluently and with a 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 a rich and varied range of literary texts
- write clearly, accurately, and coherently, adapting their language and style in and for a range of contexts, purposes, and audience
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- be competent in the arts of speaking and listening, making formal presentations, demonstrating to others, and participating in debate



As the English Coordinator at Park House English School, I am passionate about supporting both the children and my colleagues to develop a love of reading and writing. I strive to ensure that every child can become a confident, literate and independent learner when accessing all areas of the curriculum.

Hannah Cotton - Head of Primary English



ENGLISH

EARLY YEARS FOUNDATION STAGE

Our youngest learners in the school focus on developing their spoken language skills in a language-rich environment and through quality interactions with adults and their peers during play. They also spend lots of time learning songs and rhymes, listening to stories and exploring the reading areas in each of our classrooms. Children in Nursery also take part in daily Phase 1 phonics sessions. This programme lays the foundations for Phase 2 and supports children to become attuned to the sounds around them, and begins to develop the skills of oral blending and segmenting.

In Reception, our children begin the Read Write Inc Phonics Programme, where they receive daily lessons learning speech sounds and practise reading and spelling simple words and sentences. In addition to daily phonics lessons, children in both Nursery and Reception learn to retell familiar stories and engage in exciting role play and imaginative opportunities to further develop their love of reading and their storytelling skills.



KEY STAGE 1

In Key Stage 1 children continue with the Read Write Inc Phonics Programme and then rapidly move on to the Read Write Inc Spelling programme to further develop their skills as writers. In addition to this, children continue to build on the oral storytelling and writing skills they have learnt in the Early Years through Talk For Writing, where they learn to imitate, innovate and invent stories. Through English and guided reading lessons, children explore a wide variety of genres and texts as well as develop their handwriting and spelling skills. During Years 1 and 2 we aim to support children to develop their fluency and accuracy as readers, as well as their comprehension skills.

KEY STAGE 2

As confident and fluent readers in Key Stage 2, children can begin to focus on developing their understanding of texts, reading more widely for both pleasure and information, supporting them to widen their vocabulary and their understanding of grammar and literary conventions. Children are also encouraged to engage in lively discussions with their peers, to become competent when discussing their ideas, presenting formally and engaging in debate. Children also continue to develop their skills as writers through the Talk For Writing programme, exploring both fiction and non-fiction units linked to the International Primary Curriculum.



EYFS

Communication and Language

Nursery

- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books.
- Enjoy listening to longer stories and can remember some of what happens.
- Pay attention to more than one thing at a time, which can be difficult.

Reception

- Use a wider range of vocabulary
- Engage in story times
- Understand how to listen carefully and why listening is important

Literacy

Nursery

Understand the five key concepts about print:

- print has meaning
- print can have different purposes
- we read English text from left to right and from top to bottom
- the names of the different parts of a book
- page sequencing

Reception

- Develop their phonological awareness
- Engage in extended conversations about stories, learning new vocabulary
- Use some of their early print and letter knowledge in early writing
- Write some or all of their name
- Write some letters accurately

YEAR 1

Spoken Language

- Give well-structured descriptions and explanations
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Gain, maintain and monitor the interest of the listener(s)

Reading

- Apply phonic knowledge and skills as the route to decode words
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- Becoming very familiar with key stories, fairy stories and traditional tales.
- Drawing on what they already know or on background information and vocabulary provided by the teacher
- Making inferences on the basis of what is being said and done
- Discussing the significance of the title and events
- Predicting what might happen on the basis of what has been read so far

Writing

- Composing a sentence orally before writing it
- Saying out loud what they are going to write about
- Sequencing sentences to form short narratives
- Re-reading what they have written to check that it makes sense
- Leaving spaces between words
- Joining words and joining sentences using 'and'
- Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark

YEAR 2

Reading

- 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
- Recognising simple recurring literary language in stories and poetry
- 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
- Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- Drawing on what they already know or on background information and vocabulary provided by the teacher
- Being introduced to non-fiction books that are structured in different ways
- Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

Writing

- Writing narratives about personal experiences and those of others (real and fictional)
- Sentences with different forms: statement, question, exclamation, command
- Writing poetry



ENGLISH

Medium Term Curriculum Map

Term 1 2022 - 2023



YEAR 3

Spoken Language

- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.

Reading

- Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
- Drawing inferences such as inferring Characters' feelings, thoughts, and motives from their actions, and justifying inferences with evidence.
- Predicting what might happen from details stated and implied.

Writing

- Use further prefixes and suffixes and understand how to add them
- Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- Using conjunctions, adverbs and prepositions to express time and cause
- Indicating possession by using the possessive apostrophe with plural nouns
- Discussing and recording ideas
- Using fronted adverbials
- Using commas after fronted adverbials
- Proof-read for spelling and punctuation errors

YEAR 4

Spoken Language

- Listening and responding appropriately to adults and their peers.
- Preparing play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- Using spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Speaking audibly and fluently with an increasing command of Standard English.

Reading

- Using dictionaries to check the meaning of words that they have read
- Increasing their familiarity with a wide range of books.
- Giving well-structured descriptions, and explanations.
- Asking relevant questions to extend their understanding and knowledge.
- Using relevant strategies to build their vocabulary.
- Articulating and justifying answers, arguments and opinions.
- Maintaining attention and participating actively in collaborative conversations.
- Listening and responding appropriately to adults and their peers
- Preparing play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

Writing

- Using fronted adverbials.
- Using commas after fronted adverbials.
- Using conjunctions, adverbs and prepositions to express time and cause
- Drafting and writing in non-narrative material, using simple organisational devices, for example, headings and sub-headings.
- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
- Organising paragraphs around a theme.
- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- Writing from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
- Proofreading for spelling and punctuation errors.
- Reading aloud their writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
- Extending the range of sentences with more than one clause.
- Drafting and writing narratives, creating settings, characters and plot.



YEAR 5

Spoken Language

- Ask relevant questions to extend their understanding and knowledge.
- Use relevant strategies to build their vocabulary.
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Speak audibly and fluently with an increasing command of Standard English.
- Participate in discussions, presentations, performances, role play, improvisations and debates.
- Gain, maintain and monitor the interest of the listener(s)
- Select and use appropriate registers for effective communication.
- Articulate and justify answers, arguments and opinions.

Reading

- Learning a wider range of poetry by heart
- 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. Identifying how language, structure and presentation contribute to meaning. Making comparisons within and across books
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- 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
- Making comparisons within and across books
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously

Writing

- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
- Using a wide range of devices to build cohesion within and across paragraphs.
- Using expanded noun phrases to convey complicated information concisely.
- Consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Identifying and discussing themes and conventions in and across a wide range of writing
- Distinguish between statements of fact and opinion.
- Continue to distinguish between homophones and other words which are often confused.
- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- Selecting appropriate grammar and vocabulary, and understanding how such choices can change and enhance meaning.
- Using modal verbs or adverbs to indicate degrees of possibility.
- Using brackets, dashes or commas to indicate parenthesis.
- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.

YEAR 6

Spoken Language

- Ask relevant questions to extend their understanding and knowledge
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

Reading

- Reading books that are structured in different ways and reading for a range of purposes
- Identifying and discussing themes and conventions in and across a wide range of writing
- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- Identifying how language, structure and presentation contribute to meaning
- Retrieve, record and present information from non-fiction
- 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
- Distinguish between statements of fact and opinion

Writing

- Using further organisational and presentational devices to structure the text and to guide the reader [for example, headings, bullet points, underlining]
- Ensuring the consistent and correct use of tense throughout a piece of writing
- Proofread for spelling and punctuation errors
- Punctuating bullet points consistently
- Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- Noting and developing initial ideas, drawing on reading and research where necessary.
- Précising longer passages
- Using a wide range of devices to build cohesion within and across paragraphs
- Assessing the effectiveness of their own and others' writing
- Using passive verbs to affect the presentation of information in a sentence
- Using semi-colons, colons or dashes to mark boundaries between independent clauses
- Punctuating bullet points consistently
- Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.
- Choosing the writing implement that is best suited for a task
- Use further prefixes and suffixes and understand the guidance for adding them
- Spell some words with 'silent' letters [for example, knight, psalm, solemn]
- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary