

Icklesham Church of England Primary School and Nursery

English Curriculum Overview

Writing floats on a sea of talk.

James Britton



Icklesham Church of England Primary School and Nursery Grammar and Punctuation Progression Planning

Our aim for teaching writing is to enable our pupils to be able to write with clarity, precision and passion for a purpose. We believe that teaching the grammar children need to know through writing lessons and using the contexts of our wider curriculum allows children to achieve our goal of 'writing what they want to say'.

Nursery	Icklesham School Over Learning Model of Grammar for Writing (Development Matters 3 -4 years) <u>Key terminology to be taught and learnt by end of phase is underlined</u>
	Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Use longer sentences of four to six words Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." Understand how to listen carefully Learn new vocabulary Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases.

EYFS building on Development Matters Objectives	Icklesham School Over Learning Model of Grammar for Writing (Good Level of Development from Early Learning Goals) <u>Key terminology to be taught and learnt by end of phase is underlined</u>
Throughout reception year	ELG: Listening Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. ELG: Speaking Children at the expected level of development will: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. ELG: Fine Motor Skills Children at the expected level of development will: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. ELG: Comprehension Children at the expected level of development will: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play ELG: Writing Children at the expected level of development will: Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others

KS1 Building on EYFS ELG's	Icklesham School Over Learning Model of Grammar for Writing <u>Key terminology to be taught and learnt by end of phase is underlined</u>	Stand-alone grammar objectives	Composition	Opportunities for writing linked to broader curriculum
Term 1	To know that words put together can form a <u>sentence (main clause)</u> that says what we want to say and makes sense To know these main clauses can be used to make a <u>statement</u> , give a <u>command</u> , ask a <u>question</u> or make an <u>exclamation</u> To know that main clauses have a <u>subject (noun)</u> and a <u>verb</u> To know that <u>verbs</u> describe an action, a state or a happening To know that when we write these clauses we have to use different forms of <u>punctuation marks: full stop, question mark, exclamation mark</u> To know how to write a full stop, question mark and an exclamation mark To know that certain words are written with <u>capital letters</u> (names of people and places and the <u>pronoun I</u>)		To be able to write sentences by saying out loud what they are going to write about To be able to compose a sentence orally before writing it To be able to re-read what they have written to check that it makes sense To be able to discuss what they have written with the teacher or other pupils To be able to read aloud their writing clearly enough to be heard by their peers and the teacher	Geography: Where we live, Seasons History: Past and Present Castles Science: Seasonal Changes, materials, Art: Super Structures, Andy Goldsworthy
Term 2	To know that nouns can be classified into two categories <u>proper nouns</u> (name of people, places or particular things) and <u>common nouns</u> (names for objects) To know that <u>noun phrases</u> contain a noun and an <u>adjective</u> to add a more detailed description To know that <u>conjunctions</u> can be used to join two clauses together To use 'but, and, so, or' to join two clauses in writing		To be able to sequence sentences to form short narratives To be able to write narratives about personal experiences and those of others (real and fictional) To be able to write about real events by considering what they are going to write before beginning by planning or saying out loud what they are going to write about To be able to encapsulate what they want to say, sentence by sentence	Geography: Where we live, Seasons History: Past and Present Castles Science: Seasonal Changes, materials Art: Super Structures, Andy Goldsworthy
Term 3	To know that <u>conjunctions</u> can be used to add more information to your clauses To use 'when, if, then, because' to add extra information to a main clause in writing		To write for different purposes To read aloud what they have written with appropriate intonation to make the meaning clear	Geography: Arctic, London History: Great Fire of London, Titanic Science: Senses, Habitats Art. Paper art, Guiseppe Arcimboldo
Term 4	To know that verbs change when you are writing in the <u>past tense</u> including irregular verbs		To write down ideas and/or key words, including new vocabulary To develop positive attitudes towards and stamina for writing To be able to re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form]	Geography: Arctic, London History: Great Fire of London, Titanic Science: Senses, Habitats Art. Paper art, Guiseppe Arcimboldo
Term 5	To know that <u>adverbs</u> describe how, when, where and to what extent something happens	To how to write the symbol for a <u>comma</u> and they are used to write a list (could be taught as handwriting)	To be able to make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils	Geography: Kenya, Oceans and Continents History: Mary Anning, Rosa Parks

				Science: Amimals, Plants
				Art: Self-portrait, colour creations
Term 6		To know to write an <u>apostrophe</u> correctly and why they are used for <u>contraction</u> and <u>possession</u> To know how to write <u>inverted commas</u> correctly and when to use them for <u>dialogue</u>	To be able to write poetry To be able to proof-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly)	Geography: Kenya, Oceans and Continents History: Mary Anning, Rosa Parks Science: Amimals, Plants Art: Self-portrait, Colour creations

LKS2 Building on KS1 objectives	Icklesham Ober Learning Model of Grammar for Writing <u>Key terminology to be taught and learnt by end of phases is underlined</u>	Stand-alone grammar objectives	Composition	Opportunities for writing linked to broader curriculum
Term 1	To know that words put together can form a <u>sentence (main clause)</u> that says what we want to say and makes sense To know these main clauses can be used to make a <u>statement</u>, give a <u>command</u>, ask a <u>question</u> or make an <u>exclamation</u> To know that main clauses have a <u>subject (noun phrase)</u> and a <u>verb</u> To know that when we write these clauses we have to use different forms of <u>punctuation marks: full stop, question mark, exclamation mark</u> To know how to write a full stop, question mark and an exclamation mark To know that certain words are written with <u>capital letters</u> (names of people and places and the <u>pronoun I</u>) To know that <u>co-ordinating conjunctions</u> can be used to join two clauses together To use ‘for, and, nor, but, or, yet, so’ to join two clauses in writing		To 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 To be able to discuss and record ideas orally	Geography: Wales, Egypt History: Shang Dynasty, The Egyptians Science: Plants, Animals Art: Stephen Wiltshire, Cezanne
Term 2	To know that nouns can be classified into four categories <u>proper nouns</u> (name of people, places or particular things), <u>common nouns</u> (names for objects), <u>collective nouns</u> (names for groups of people) and <u>abstract nouns</u> (names for ideas, qualities or states) To know that <u>noun phrases</u> contain a noun and an <u>adjective</u> to add a more detailed description (The tall man with the checked shirt) To know that <u>subordinate conjunctions</u> can be used to add more information to your main clause To use ‘if, since, as, when, although, while, after, before, until, because’ to add extra information to a main clause in writing		To draft and write by composing and rehearsing sentences orally progressively building a varied and rich vocabulary and an increasing range of sentence structures To be able to use simple organisational devices [for example, headings and sub-headings] in non-narrative writing	Geography: Wales, Egypt History: Shang Dynasty, The Egyptians Science: Plants, Animals Art: Stephen Wiltshire, Cezanne
Term 3	To know that an <u>adverb</u> changes another word in a sentence and describes how, when, where and to what extent something happens To know that <u>commas</u> are used to separate words in a list and to mark <u>subordinate clauses</u> To know that subordinate clauses are clauses that add extra information to main clauses and begin with a subordinate conjunction		To be able to create settings, characters and plot in narrative To be able to assess the effectiveness of their own and others’ writing and suggest improvements	Geography: Rivers, Italy History: Victorians, Romans Science: Animals, Habitats Art: Hannah Hoch, William Morris
Term 4	To know that a <u>paragraph</u> is a group of linked ideas that are written in a section to organise your writing in all areas of the curriculum		To be able to organise paragraphs around a theme To be able to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	Geography: Rivers, Italy History: Victorians, Romans

	To know that you begin a new <u>paragraph</u> for a new speaker and that you must use a punctuation mark inside the <u>inverted commas</u> To know that '<u>dialogue</u>' is direct speech between characters in a piece of writing and inverted commas are used to show the actual words the character says To know that <u>apostrophes</u> are used to show contractions and show possession		To draft and write by composing and rehearsing sentences orally including dialogue	Science: Animals, Habitats Art: Hannah Hoch, William Morris
Term 5		To know that the <u>present perfect</u> form of a verb shows an action or events that have happened in the past and continued in the present To know that it is formed by using 'have / has plus the verb'	To be able to proof-read for spelling and punctuation errors	Geography: Australia, Scotland History: Stone Age, Saxon Settlements Science: Magnets, Electricity Art 3D Art, Mixed Media
Term 6		To know that the <u>past perfect</u> form a verb shows an action that had already finished when another action happened To know it is formed by using the past tense of the verb 'have' and the past tense of the main verb	To be able to 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.	Geography: Australia, Scotland History: Stone Age, Saxon Settlements Science: Light, Sound Art 3D Art, Mixed Media

UKS2 Building on LKS2 objectives	Icklesham School Over Learning Model of Grammar for Writing <u>Key terminology to be taught and learnt by end of phase is underlined</u>	Stand-alone grammar objectives	Composition	Opportunities for writing linked to broader curriculum
Term 1	To know that <u>relative clauses</u> are part of a sentence that cannot exist independently and describes a noun that comes before it in the main part of the sentence To know that relative clauses contain the <u>relative pronouns</u> such as who, which, or that To know that relative pronoun is a pronoun used to introduce a relative clause		To be able to note and developing initial ideas, drawing on reading and research where appropriate To identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own To be able to proof-read for spelling and punctuation errors	Geography: Hastings, Polar Regions History: Battle of Hastings, WWI Science: Animals and Humans, Evolution Art: Comics, Fashion Design
Term 2	To use commas to mark <u>subordinate clauses</u> To use <u>parenthesis</u> (brackets, commas and dashes) correctly	To know that <u>modal verbs</u> are used along with a main verb to express possibility, ability, permission, or necessity To know that the ten most common modal verbs are: can, could, may, might, will, would, shall, should, must, ought to To use commas to avoid ambiguity	To be able to describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narrative To be able to ensure the consistent and correct use of tense throughout a piece To be able to proof-read for spelling and punctuation errors	Geography: Hastings, Polar Regions History: Battle of Hastings, WWI Science: Animals and Humans, Evolution Art: Comics, Fashion Design
Term 3	To know that the <u>active voice</u> describes when a <u>subject</u> performs the action described by its <u>verb</u> To know that the <u>passive voice</u> describes when the subject of the sentence is acted on by the verb.		To be able to use a wide range of devices to build cohesion within and across paragraphs To be able to consider how authors have developed characters and settings in what pupils have read, listened to or seen performed To be able to proof-read for spelling and punctuation errors	Geography: Scandinavia, Greece History: Vikings, The Greeks Science: Habitats, Animals Art: Paolozzi, Banský
Term 4	To use <u>hyphens</u> to avoid ambiguity To use a <u>colon</u> to introduce a list To use a <u>semi – colon</u> to separate items in a detailed list To use semi – colon, colon and dash to mark the boundary of a clause To use bullet points		To be able to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning To be able to use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] To be able to proof-read for spelling and punctuation errors	Geography: Scandinavia, Greece History: Vikings, The Greeks Science: Materials, Animals Art: Paolozzi, Banský
Term 5		To recognise and use the <u>past progressive</u> and <u>present progressive</u> tense correctly To know that the past progressive is a form of the past tense where an action goes on for a period of time in the past. It is formed by	To be able to propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning of writing To be able to write longer pieces	Geography: Mexico, Local Geographical Study (topical issue) History: Maya, Earnest Shackleton Science Forces, Sight, Electricity, Earth and space Art: Photography, Frida Kahlo

		using the past form of the verb 'to be' as an auxiliary verb and by adding the suffix '-ing' to the main verb To know that the present progressive tense is a verb form of the present tense that expresses actions happening now, actions that are in progress, or actions that will occur in the near future. It is formed with the verb be and the present participle or -ing form of the main verb.		
Term 6		To know that the <u>subjunctive form</u> is the verb form used to explore a hypothetical situation (for example, If I were you) or to express a wish, a demand, or a suggestion (For example, I demand he be present)	To be able to ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register	Geography: Mexico, Local Geographical Study (topical issue) History: Maya, Earnest Shackleton Science Forces, Sight, Electricity, Earth and space Art: Photography, Frido Kahlo

<u>Curriculum opportunities for writing</u>	<u>Narrative</u>	<u>Non Fiction</u>	<u>Poetry</u>
Narrative linked to Geography and History curriculum	<u>Traditional Tales</u> The three little pigs Red riding Hood Hansel and Gretel The little Wolves and the Big Bad Pig by Eugene Trivizas and Helen Oxenbury	Recounts Instructions	<u>Peorty appreciation</u> John Agard Benjamin Zephaniah
Non – fiction can be linked to science, history, geography, trips and experiences	<u>Stories by the same author</u> <u>Allan Allberg</u> Jolly Postman Funny bones Cops and Robbers <u>Antony Browne</u> The Tunnel Voices in the park What if?		<u>Poems to learn by heart and perform</u> Nonsense poems Michael Rosen Do I Know You? Classic poetry The Owl and The Pussycat
Poetry for oracy			<u>Poetry structure</u> Rhyming couplets Riddles and shape
NB: no necessity to teach text types	<u>Novel as a theme -</u> The Baker’s boy and The Great Fire of London by Tony Bradman Traction Man is here by Mini Grey The Weather Girls by AKI Delphine Mach Coming to England by Baroness Floella Benjamin Flat Stanley by Jeff Brown		
	<u>Stories with repetitive pattern</u> Handa’s Hen by Eileen Browne Pirate Pete by Kim Kennedy		
	<u>Stories from other cultures</u> Mama Miti: Wangari Maathai and the Trees of Kenya by Donna Jo Napoli The Wooden Camel by Wanuri Kahiu & Manuela Adreani Fatou fetch the water by Neil Griffiths Nen and the lonely Fishermen by Ian Eagleton Ling Ling Bird, seen and Heard by Tanya Sanders		

<u>Curriculum opportunities for writing</u>	<u>Narrative</u>	<u>Non Fiction</u>	<u>Poetry</u>
Narrative linked to Geography and History curriculum	<u>Historical Fiction</u> 1066: The Norman Conquest By Jim Eldridge Private Peaceful by Michael Morpurgo	Recount in role of character / biographies Instructions Balanced Argument with formal debate Film and play scripts Persuasion in radio / TV Recount in newspaper	<u>Poetry Appreciation</u> Benjamin Zephaniah Funky Chickens by Benjamin Zephaniah <u>Poetry structure</u> calligrams and couplets Poems with figurative language RAP to learn and perform Haiku and limericks <u>Classic narrative</u> Flanders Fields
Non – fiction can be linked to science, history, geography, trips and experiences	<u>Adventure Stories</u> Ice Trap! By Meredith Hooper and M. P. Robertson Percy Jackson and the Lightning Thief by Rick Riordan <u>Stories with a message (environmental)</u> Swimming against the Sea by Jess Butterworth		
Poetry for oracy	<u>Myths and Legends</u> Norse Mythology by Neil Gaiman Icarus was Ridiculous by Pamela Butchart		
NB: no necessity to teach text types	<u>Films and Playscripts</u> Tragedy – Macbeth Comedy – A mid summers night dream Shakespeare Week 17th – 24th March The Piano by Aiden Gibbons <u>Stories from other cultures</u> The chocolate Tree by Linda Lowery The Polar Bear Explorers Club by Alex Bell		