English



Subject Overview

Limitless Dreams Endless Opportunities

English curriculum intent

English is at the heart of our curriculum. At Manor Park, we strive to provide a language-rich environment in which every child can achieve success in speaking and listening, reading and writing. We believe vocabulary is the cornerstone of successful learning, and we want every child to become a fluent, confident reader who reads widely and often for pleasure, and an articulate writer who can communicate clearly for a range of audiences and purposes.

Our English curriculum is built on three closely connected strands – Phonics, Reading and Writing – each of which is set out in more detail later in this overview. High-quality, diverse texts that act as 'windows and mirrors' sit at the centre of all three, so that every pupil feels valued and represented.

Through our study of English, we aim to ensure that all pupils:

- read easily, fluently and with good understanding, developing the habit of reading widely and often for pleasure,
- acquire a wide vocabulary and an understanding of grammar and the linguistic conventions for reading, writing and spoken language,
- write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences,
- become competent in the arts of speaking and listening, making presentations and participating in debate.

Implementation

Phonics and early reading
Early reading is taught through Read Write Inc. Phonics (RWI). Children begin the Nursery RWI programme in the summer term, and daily RWI lessons are taught in Reception, Year 1 and for those Year 2 children who still need them, in small groups matched to each child's level.

Reading
Once children are secure in phonics, the curriculum develops fluency, vocabulary and comprehension. Pupils in Years 2 to 6 use Accelerated Reader to read books matched to their reading level, alongside guided reading sessions and whole-class reads led by the teacher.

Writing
We subscribe to Pathways to Write, a mastery-based programme from Reception to Year 6 built around high-quality texts. An 'I do, We do, You do' approach models and scaffolds each stage of the writing process, while handwriting and spelling are taught explicitly so that writing becomes fluent.

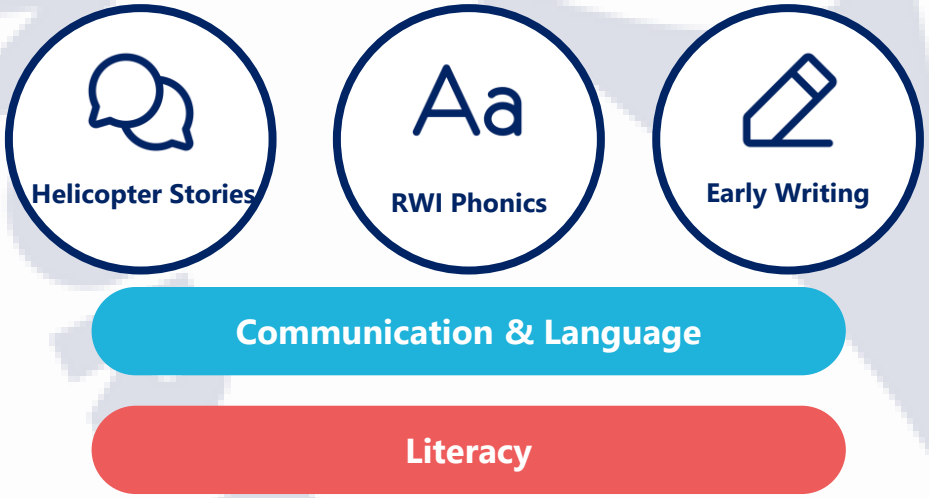
Oracy and enrichment
Oral rehearsal is a key part of every writing sequence, and each Pathways to Write text is linked to 'One Big Question' based on the Global Goals to stimulate discussion. Every year group also enjoys an annual musical theatre visit, bringing stories to life.

English in the Early Years Foundation Stage

English in the Early Years Foundation Stage (EYFS) is at the heart of two key areas of learning outlined in the EYFS framework: the prime area of 'Communication and Language' and the specific area of 'Literacy', supported by the non-statutory guidance provided by Development Matters.

Children's phonological awareness is developed from our 2-year-old room through songs and rhymes, continuing into Nursery, where children begin the Nursery RWI programme in the summer term. In Reception, children are taught RWI daily, take home Speed Sound cards once sounds have been taught, and share a reading-for-pleasure book with their families.

Reception children follow Pathways to Write, being immersed in a text, imitating and then innovating. Writing is scaffolded in small groups with a teacher and encouraged through play in continuous provision. Handwriting is taught daily, and in weekly 'Helicopter Stories' sessions children's own stories are scribed and then acted out by the class.



Communication & Language – Development Matters

Children in Reception will be learning to:

- Learn new vocabulary and use it throughout the day;
- Articulate their ideas and thoughts in well-formed sentences;
- Retell a story with exact repetition and some in their own words;
- Learn rhymes, poems and songs.

Literacy – Development Matters

Children in Reception will be learning to:

- Read individual letters by saying the sounds for them, and blend sounds into words;
- Read a few common exception words matched to the school's phonic programme;
- Form lower-case and capital letters correctly;
- Write short sentences with words with known sound-letter correspondences.

C&L: Speaking – Early Learning Goals

Children at the end of Reception will:

1. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
2. Offer explanations for why things might happen, making use of recently introduced vocabulary;
3. Express their ideas and feelings about their experiences using full sentences.

Literacy: Word Reading & Writing – Early Learning Goals

Children at the end of Reception will:

1. Say a sound for each letter in the alphabet and at least 10 digraphs;
2. Read aloud simple sentences and books that are consistent with their phonic knowledge;
3. Write recognisable letters, most of which are correctly formed, and simple phrases and sentences that can be read by others.

Inclusion within English

We are an inclusive school and as such, do not believe in narrowing the curriculum for any learner. Our curriculum is designed with inclusion of all at heart, and our curriculum intent is therefore the same for all children.

However we are mindful that there are an abundance of factors which need to be considered in order for all learners to be able to access learning according to their individual needs; perhaps none more so than for those learners with Special Educational Needs and Disabilities (SEND).

Therefore, whilst our curriculum intent is the same for all learners; our implementation of the curriculum may well look different for different groups of pupils. Teachers will plan, scaffold, challenge and embed learning through activities which are adapted to meet children's needs – we call this adapted implementation. This is to ensure that our curriculum can be met by all within an inclusive environment, mindful and responsive to children's needs.

We use guidance set out within the NASEN teacher handbook to assist us in amending our implementation within English. Examples of this, though not an exhaustive list, can be seen to the right. Note, these are suggestions of what may be implemented but all teachers will amend according to learner need.



Same intent, adapted implementation

- Daily RWI phonics in small groups matched to each child's level, with 1:1 tuition for children who need extra help.
- Oral rehearsal before writing, with talking pads so children can record their ideas before writing them down.
- Foundational skills scaffolds, such as ordering words, heads and tails, sentence starters and adding clauses.
- Dual coding with symbols, word banks, story maps and colour-coded sentence strips to reduce cognitive load.
- Adapted resources, including enlarged texts, coloured overlays, pastel backgrounds and audio support.

Manor Park Primary School Curriculum Road Map – English



Phonics at Manor Park

We want every child at Manor Park to learn to read quickly and confidently, so that they can go on to read for pleasure and to learn across the whole curriculum. We teach phonics using Read Write Inc. Phonics (RWI), a systematic synthetic phonics programme in which lessons are planned and taught in a carefully sequenced order.

Through RWI, children learn to:

- read the sounds of English and the letters that represent them, using the Set 1, 2 and 3 Speed Sounds;
- blend sounds to read words using 'Fred Talk', moving on to 'Fred in your head' as they become more fluent;
- read 'red words' – common words that cannot be read in the usual way;
- read storybooks closely matched to the sounds they know, building fluency and understanding;
- spell words using 'Fred Fingers' and write sentences using 'Hold a sentence';
- form letters correctly using the RWI handwriting rhymes.

Phonics builds children's confidence in reading and writing, which they then carry into every other area of the curriculum.

How phonics is taught

Daily lessons
RWI lessons take place every morning from 9.00 to 9.45am for Reception, Year 1 and any Year 2 children who still need phonics. Children are taught in small groups matched to their level by trained reading teachers, and every child takes part through partner work ('Turn to your partner') and a 'no hands up' approach.

Consistent routines
Every lesson follows the same structure and uses the same silent signals and praise, so children know exactly what to expect and lessons are pacey and purposeful. All reading teachers are trained in RWI and receive regular coaching and practice sessions.

Keeping up, not catching up
Every child is assessed each half term and groups are adjusted, so children move on as soon as they are ready. Children who need extra help receive 1:1 tuition, and Year 1 children take the statutory Phonics Screening Check in June.

Phonics at home
Each week, parents receive links to RWI videos that match the sounds and words being learned in school. Reception children take home Speed Sound cards, and teachers keep parents informed about how their child is getting on.

Phonics – Read Write Inc. Half-Termly Expectations

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Songs, rhymes and listening games to develop phonological awareness				**Introduce Set 1 Speed Sounds**	
Reception	**Set 1B**	**Set 1C**	**Ditty**	**Red**	**Green**	**Green / Purple**
Year 1	**Purple**	**Pink**	**Orange**	**Yellow**	**Yellow**	**Blue**
Year 2	**Blue**	**Grey**	**Grey**	**Comprehension**		

Each coloured band has its own set of fully decodable storybooks. Children are assessed every half term and regrouped, so that they move on as soon as they are ready.



Set 1 Speed Sounds

Single-letter sounds and the first 'special friends' (sh, th, ch, qu, ng, nk), which children blend to read words using Fred Talk.



Set 2 & 3 Speed Sounds

Long vowel sounds such as ay, ee and igh, followed by different ways of writing the same sounds, such as a-e, i-e and ea.



Red words

Common words that cannot be sounded out in the usual way are taught and practised regularly, so they are read on sight.



Phonics Screening Check

In June, Year 1 children take the statutory check. Any child who needs more time receives extra support and is re-checked in Year 2.

Reading at Manor Park

Our reading curriculum is carefully sequenced to develop decoding, fluency, comprehension and, above all, enjoyment. It begins with systematic phonics and widens to include rich fiction, non-fiction, poetry and texts from diverse cultures. Many of the texts our children read explore moral dilemmas and feature characters who overcome challenges, helping pupils to understand themselves, others and the world around them.

Through our reading curriculum, we want pupils to:

- read accurately, fluently and with expression;
- build a rich vocabulary, with key words taught explicitly and revisited across year groups;
- ask questions, predict, clarify and summarise before, during and after reading;
- discuss what they read, justifying their views with evidence from the text;
- make links between texts, their own experiences and other subjects;
- develop a lifelong love of reading and see themselves as capable readers.

How reading is taught

Accelerated Reader

From Year 2, once children have completed the RWI programme, they use Accelerated Reader. A Star Reading test identifies each child's reading range, children choose books within it, and they take a short quiz when they finish each book. Pupils track their own progress and teachers use the results to set targets and offer support.

Guided reading

Regular guided reading sessions develop comprehension skills such as retrieval, inference and understanding vocabulary. Teachers model reading strategies and lead discussion, so that pupils think deeply about what they read.

Whole-class reading

Teachers regularly read aloud to their class, so that every child experiences the joy of listening to and sharing a story. Texts studied through Pathways to Write link reading closely with writing.

Reading for pleasure

Children are encouraged to set personal reading goals, such as becoming a 'Reading Millionaire', and half-termly reading raffles reward frequent, careful reading. Volunteer helpers also listen to children read, prioritising those who need it most.

Writing at Manor Park

We want our pupils to become confident, capable and enthusiastic writers. Writing opportunities are inspired by a wide range of diverse, vocabulary-rich books, linked to other curriculum areas and to our school values. From Reception there is a strong focus on accurate sentence construction, and pupils continue to develop accurate grammar, punctuation and spelling as they progress through to Year 6.

Daily practice of handwriting and spelling reduces the demands of writing on young learners, while composition is explicitly taught and scaffolded so that children write successfully for a range of genres, audiences and purposes. By the end of Key Stage 2, we want pupils to:

- write effectively for different audiences and purposes, controlling levels of formality through grammar and vocabulary;
- select the appropriate form, drawing independently on what they have read as models for their own writing;
- distinguish between the language of speech and writing, choosing the appropriate register;
- plan, draft, evaluate, edit and proof-read their work with growing independence.

How writing is taught

Pathways to Write
Our writing curriculum follows Pathways to Write, with units built around high-quality texts that develop vocabulary, reading and writing skills through a mastery approach. An 'I do, We do, You do' approach gradually releases responsibility, so every child is supported to succeed in their independent writing. Each text is linked to 'One Big Question' based on the Global Goals.

Accurate sentences
Our teaching is informed by the DfE's Writing Framework (2025). Colour-coded sentence structure progression strips on every working wall give a consistent model from Reception to Year 6, and daily grammar and spelling starters address misconceptions. Children orally rehearse their ideas before writing them down.

Handwriting and spelling
Handwriting is taught using the Read Write Inc. handwriting programme. In Years 2 to 6, spelling is taught through Read Write Inc. Spelling, which builds on children's phonics knowledge to teach spelling patterns, rules and strategies, with weekly spelling tests.

Celebrating writing
Half-termly Star Writer awards celebrate effort, progress and achievement, and children take pride in publishing their work. Teachers' judgements are moderated within school and with local schools to ensure they are accurate.

Writing – Pathways to Write Texts Overview 2026–2027

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	The Gingerbread Man	I'm Going to Eat This Ant	Naughty Bus	The Journey Home	The Whale Who Wanted More	Supertato
Year 1	Lost and Found	Nibbles the Book Monster	The Lion Inside	Beegu	Toys in Space	Goldilocks and Just the One Bear
Year 2	Look Up!	The Owl Who Was Afraid of the Dark / London's Burning	Grandad's Camper	My Name Is Not Refugee	The Last Wolf	Grandad's Secret Giant
Year 3	Coming to England	Nen and the Lonely Fisherman	Fossil Girl	Big Blue Whale	Journey	A Stage Full of Shakespeare Stories
Year 4	Gorilla	Leon and the Place Between	Our Tower	Wisp	Alba the Hundred Year Old Fish	Blue John
Year 5	Race to the Frozen North	The Lost Happy Endings	Kai and the Monkey King	Malala's Magic Pencil	The Paper Bag Prince	Bold and Brave Women (Shakespeare)
Year 6	Star of Fear, Star of Hope	Can We Save the Tiger?	The Selfish Giant	The Island	Manfish	Radiant Child

Each Pathways to Write unit is built around a high-quality text, chosen to act as a 'window and mirror' for our pupils. Units develop vocabulary, reading and writing skills through a mastery approach, and each text is linked to 'One Big Question' based on the Global Goals to inspire discussion and oracy.

English Endpoints

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
						
To listen attentively and express my ideas in full sentences, using new vocabulary from stories.	To read accurately by blending sounds in words, applying my RWI phonics in the Phonics Screening Check.	To read age-appropriate books accurately and fluently without overt sounding and blending.	To retrieve and record information from fiction and non-fiction, and ask questions to improve understanding.	To draw inferences about characters' feelings, thoughts and motives, justifying them with evidence.	To identify how authors use language, structure and presentation to create effect.	To distinguish between fact and opinion and provide reasoned justifications for my views.
						
To say a sound for each letter and some digraphs, and blend sounds to read simple words.	To listen to, discuss and retell a wide range of stories, poems and non-fiction.	To write narratives about personal experiences and those of others, real and fictional.	To organise writing into paragraphs and use headings and sub-headings in non-fiction.	To write persuasively for a real audience, using fronted adverbials and paragraphs to organise ideas.	To select the appropriate form and level of formality for different audiences and purposes.	To plan, draft and edit writing for a range of purposes, controlling cohesion and tone.
						
To write simple phrases and sentences that can be read by others.	To compose and write simple sentences using capital letters, finger spaces and full stops.	To use expanded noun phrases and conjunctions, and begin to join letters in my handwriting.	To use conjunctions, adverbs and prepositions to express time and cause, and spell words with prefixes and suffixes.	To prepare and perform poems and play scripts, showing understanding through intonation, tone and volume.	To take part in debates, presenting a point of view and building on the contributions of others.	To use the full range of KS2 punctuation, including semi-colons, colons and dashes, accurately.

English – Overview of Objectives: EYFS (Reception)

Reading	Writing	Phonics development
Continue a rhyming string	Give meaning to the marks they draw, write and paint	Write CVC words
Hear and say the initial sounds in words	Begin to break the flow of speech into words	Apply taught digraphs in writing
Segment the sounds in simple words and blend them together and know which letters represent some of them	Continue a rhyming string	Apply taught trigraphs in writing
Link sounds to letters, naming and sounding the letters of the alphabet	Hear and say the initial sounds in words	Write words with adjacent consonants
Begin to read words and simple sentences	Segment the sounds in simple words and blend them together	Use key features of narrative in own writing (exceeding)
Use vocabulary and forms of speech that are increasingly influenced by their experiences of books	Link sounds to letters, naming and sounding the letters of the alphabet	Have an awareness of a capital letter and full stop when writing a simple sentence
Enjoy reading an increasing range of books	Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence	
Know that information can be retrieved from books and computers	Write own name and other things such as labels and captions	
Read and understand simple sentences	Attempt to write short sentences in meaningful contexts	
Use phonic knowledge to decode regular words and read them aloud accurately	Use phonic knowledge to write words in ways which match their spoken sounds	
Read some common irregular words	Spell some common irregular words	
Demonstrate understanding when talking with others about what they have read	Write simple sentences which can be read by themselves and others	
	Write phonetically plausible words	

English – Overview of Objectives: Year 1

Reading
Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
Link what is read or heard to own experiences
Become familiar with key stories, fairy tales and traditional tales
Retell stories and consider their particular characteristics
Recognise and join in with predictable phrases
Learn to appreciate rhymes and poems
Recite some rhymes and poems by heart
Discuss word meanings, linking new meanings to those already known
Understand both the books that can be read accurately and fluently and those listened to
Draw on what they already know
Check that the text makes sense
Correct inaccurate reading
Discuss the significance of the title and events
Make inferences on the basis of what is being said and done
Predict what might happen on the basis of what has been read so far
Participate in discussion about what has been read to them
Explain clearly understanding of what is read to them

Writing: grammar, punctuation & spelling
Use plural noun suffixes -s and -es
Add suffixes to verbs where no change is needed to the root
Change the meaning of verbs and adjectives by adding the prefix un-
Combine words to make sentences
Leave spaces between words
Join words and clauses using ‘and’
Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
Use a capital letter for names of people, places, the days of the week and the personal pronoun ‘I’
Use simple description
Spell words containing phonemes already taught
Spell common exception words
Make phonically plausible attempts to spell words that have not yet been learnt

Writing: composition
Say out loud what is going to be written about
Compose a sentence orally before writing it
Sequence sentences to form short narratives
Re-read what they have written to check that it makes sense
Discuss what has been written with the teacher or other pupils
Read aloud their writing clearly enough to be heard by their peers and the teacher

English – Overview of Objectives: Year 2

Reading
Listen to, discuss and express 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
Discuss the sequence of events in books and how items of information are related
Become familiar with and retell a wider range of traditional tales
Read non-fiction books that are structured in different ways
Recognise simple recurring literary language
Discuss and clarify the meanings of words
Continue to build up a repertoire of poems learnt by heart
Understand books read independently and those which are listened to
Draw on what is already known or on background information and vocabulary provided by the teacher
Check that the text makes sense
Make inferences on the basis of what is being said and done
Answer and ask questions
Predict what might happen on the basis of what has been read so far
Participate in discussion about books, poems and other works
Explain and discuss understanding of books, poems and other material

Writing: grammar, punctuation & spelling
Form nouns and adjectives using suffixes
Add -er and -est to adjectives
Add -ly to turn adjectives into adverbs
Use punctuation correctly: full stops, capital letters, exclamation marks and question marks
Use punctuation correctly: commas for lists
Use punctuation correctly: apostrophes for contracted forms
Use punctuation correctly: apostrophes for the possessive (singular)
Write sentences with different forms: statement, question, exclamation, command
Use expanded noun phrases to describe and specify
Use present and past tenses correctly and consistently
Use the progressive form of verbs in the present and past tense
Use subordination (using when, if, that or because)
Use co-ordination (using or, and, so, but)
Use homophones and near homophones

Writing: composition
Write narratives about personal experiences and those of others (real or fictional)
Write about real events
Write poetry
Write for different purposes
Plan or say aloud what is going to be written about
Write down ideas, key words and new vocabulary
Encapsulate what is to be written, sentence by sentence
Make simple additions, revisions and corrections
Evaluate writing with the teacher and other pupils
Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently
Proof-read to check for errors in spelling, grammar and punctuation
Read aloud with intonation

English – Overview of Objectives: Year 3

Reading
Listen to and discuss a wide range of texts
Read for a range of purposes
Use dictionaries to check the meaning of words
Identify themes and conventions
Prepare poems and play scripts to read aloud and to perform
Show understanding through intonation, tone, volume and action
Discuss words and phrases that capture the reader's interest and imagination
Recognise different forms of poetry
Check text makes sense
Explain meaning of words in context
Ask questions to improve understanding of a text
Draw inferences such as inferring characters' feelings, thoughts and motives from their actions
Predict from details stated and implied
Identify main ideas drawn from more than one paragraph and summarise
Identify how language, structure and presentation contribute to meaning
Retrieve and record information from non-fiction
Participate in discussion about books

Writing: grammar, punctuation & spelling
Use adverbs to express time, place and cause
Use prepositions to express time, place and cause
Use conjunctions to express time, place and cause (when, before, after, while, so, because)
Use inverted commas to punctuate direct speech
Group related ideas into paragraphs
Use the present perfect form of verbs in contrast to the past tense
Build an increasing range of sentence structures
Form nouns with a range of prefixes
Use 'a' or 'an' according to whether the next word begins with a vowel or consonant
Build a varied and rich vocabulary
In narratives, create settings, characters and plot
In non-narrative, use simple organisational devices, such as headings and sub-headings, to aid presentation

Writing: composition
Plan writing by discussing the structure, vocabulary and grammar of similar writing
Discuss and record ideas
Compose and rehearse sentences orally
Assess the effectiveness of own and others' writing
Propose changes to grammar and vocabulary to improve consistency
Proof-read for spelling and punctuation errors
Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear

English – Overview of Objectives: Year 4

Reading
Listen to and discuss a wide range of texts
Read for a range of purposes
Use dictionaries to check the meaning of words
Identify themes and conventions
Prepare poems and play scripts to read aloud and to perform
Show understanding through intonation, tone, volume and action
Discuss words and phrases that capture the reader's interest and imagination
Recognise different forms of poetry
Check text makes sense
Explain meaning of words in context
Ask questions to improve understanding of a text
Draw inferences such as inferring characters' feelings, thoughts and motives from their actions
Predict from details stated and implied
Identify main ideas from paragraphs
Identify how language, structure and presentation contribute to meaning
Retrieve and record information from non-fiction
Participate in discussion about books

Writing: grammar, punctuation & spelling
Recognise the grammatical difference between plural and possessive -s
Use Standard English forms for verb inflections
Extend the range of sentences with more than one clause by using a wider range of conjunctions (including when, if, because, although)
Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases
Use fronted adverbials
Use commas after fronted adverbials
Indicate possession by using the possessive apostrophe with plural nouns
Use inverted commas and other punctuation to punctuate direct speech
Organise paragraphs around a theme
Build a varied and rich vocabulary
Use present and past tenses correctly and consistently, including the progressive form and the present perfect form

Writing: composition
Plan writing by discussing the structure, vocabulary and grammar of similar writing
Discuss and record ideas
Compose and rehearse sentences orally
Build an increasing range of sentence structures
In narratives, create settings, characters and plot
In non-narrative material, use simple organisational devices
Assess the effectiveness of own and others' writing
Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
Proof-read for spelling and punctuation errors
Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear

English – Overview of Objectives: Year 5

Reading	Writing: grammar, punctuation & spelling	Writing: composition
Read and discuss a wide range of texts	Use expanded noun phrases to convey complicated information concisely	Identify the audience for and purpose of writing
Recommend books to peers	Use modal verbs or adverbs to indicate degrees of possibility	Note and develop initial ideas, drawing on reading and research
Identify and discuss themes and conventions	Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	Enhance meaning through selecting appropriate grammar and vocabulary
Make comparisons within and across books	Use devices to build cohesion within a paragraph	Describe settings, characters and atmosphere
Learn poetry by heart	Link ideas across paragraphs using adverbials of time, place and number	Précis longer passages
Prepare poems and plays for performance	Link ideas using tense choices	Integrate dialogue to convey character and advance the action
Check sense, discuss understanding and explore meaning of words in context	Use commas to clarify meaning or avoid ambiguity in writing	Use organisational and presentational devices to structure text
Ask questions to improve understanding	Use brackets, dashes or commas to indicate parenthesis	Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
Draw inferences (characters' feelings, thoughts and motives); justify with evidence	Use a variety of verb forms correctly and consistently, including the present perfect form	Use consistent and correct tense
Predict from details stated and implied	Use commas after fronted adverbials (Y4)	Distinguish between the language of speech and writing
Summarise main ideas, identifying key details	Organise paragraphs around a theme (Y4)	Choose the appropriate register
Identify how language, structure and presentation contribute to meaning	Use inverted commas and other punctuation to punctuate direct speech (Y4)	Proof-read for spelling and punctuation errors
Evaluate authors' language choice	Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y4)	Perform own compositions using appropriate intonation, volume and movement
Distinguish between fact and opinion		
Retrieve, record and present information from non-fiction		
Participate in discussion about books		
Explain and discuss understanding of reading		
Provide reasoned justifications for views		

English – Overview of Objectives: Year 6

Reading
Read and discuss a wide range of texts
Recommend books to peers
Identify and discuss themes and conventions
Make comparisons within and across books
Learn poetry by heart
Prepare poems and plays for performance
Check sense, discuss understanding and explore meaning of words in context
Ask questions to improve understanding
Draw inferences (characters' feelings, thoughts and motives); justify with evidence
Predict from details stated and implied
Summarise main ideas, identifying key details
Identify how language, structure and presentation contribute to meaning
Evaluate authors' language choice
Distinguish between fact and opinion
Retrieve, record and present information
Participate in discussion about books
Explain and discuss understanding of reading
Provide reasoned justifications for views

Writing: grammar, punctuation & spelling
Recognise vocabulary and structures for formal speech and writing, including subjunctive forms
Use passive verbs
Use the perfect form of verbs
Use expanded noun phrases to convey complicated information concisely
Link ideas across paragraphs using a wider range of cohesive devices (e.g. repetition, adverbials, ellipsis)
Use hyphens to avoid ambiguity
Use semi-colons, colons or dashes to mark boundaries between independent clauses
Use a colon to introduce a list and use semi-colons within lists
Punctuate bullet points consistently
Link ideas across paragraphs using a wide range of cohesive devices (Y5)
Use modal verbs or adverbs to indicate degrees of possibility (Y5)
Use brackets, dashes or commas to indicate parenthesis (Y5)
Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun (Y5)

Writing: composition
Identify the audience for and purpose of writing
Note and develop initial ideas, drawing on reading and research
Enhance meaning through selecting appropriate grammar and vocabulary
Describe settings, characters and atmosphere
Précis longer passages
Integrate dialogue to convey character and advance the action
Use organisational and presentational devices to structure text
Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
Use consistent and correct tense
Distinguish between the language of speech and writing
Choose the appropriate register
Proof-read for spelling and punctuation errors
Perform own compositions using appropriate intonation, volume and movement

English – Overview of Objectives: Spoken Language (Years 1–6)

Oracy at Manor Park

Spoken language underpins the development of reading and writing. At Manor Park, children are given frequent opportunities to talk, listen and rehearse their ideas aloud before writing.

In phonics, 'Turn to your partner' means every child explains and answers in every lesson. In Reception, Helicopter Stories let children tell their own stories and act them out. Across the school, oral rehearsal is part of every writing sequence, and each Pathways to Write text is linked to 'One Big Question', based on the Global Goals, to stimulate discussion and debate.

The same spoken language objectives apply from Year 1 to Year 6, with children applying them with increasing confidence, independence and sophistication as they move through school.

Spoken Language – Years 1 to 6
Listen and respond
Ask relevant questions
Build vocabulary
Articulate and justify answers
Give well-structured descriptions, explanations and narratives
Maintain attention and participate actively in collaborative conversations
Use spoken language: speculating, hypothesising, imagining and exploring ideas
Speak audibly and fluently
Use Standard English
Participate in discussions, presentations, performances, role play, improvisations and debates
Gain, maintain and monitor the interest of the listener(s)
Consider and evaluate different viewpoints
Select and use appropriate registers for effective communication

Assessment within English

We place great emphasis on assessing children's knowledge, understanding and skills in English, using a mix of formative and summative methods. Effective assessment helps our pupils to learn more and remember more, and allows teachers to adapt lessons to meet individual needs.

Phonics
Every child in Reception and Year 1, and any older child still learning phonics, is assessed each half term using the RWI online assessment. The results are used to regroup children, identify gaps and plan 1:1 tuition, so that no child falls behind.

Reading
Accelerated Reader quizzes and Star Reading tests help us to check that each child is reading books at the right level and making progress, while comprehension work in English and guided reading shows how well children understand what they read.

Writing
Writing is assessed across a range of independent pieces rather than a single outcome. Teachers' judgements are moderated within school, with local schools and through Trust writing trialling sessions, so that they are accurate and consistent.

Assessment information is recorded on Insight and analysed by subject leaders to identify strengths and next steps.

Making judgements – formative assessment

Phonics
- Half-termly RWI assessments of Speed Sounds, blending, reading words and fluency, with mid-half-term checks for any child not on track

Reading
- Accelerated Reader quizzes each time a child finishes a book
- Comprehension activities in English lessons and guided reading sessions

Writing
- Teacher feedback, steps to success on extended writing, daily grammar and spelling starters and weekly spelling tests

Making judgements – summative assessment

Phonics
- Phonics Screening Check in June of Year 1, with a re-check in Year 2 for any child who needs it

Reading
- Star Reading tests each term (Years 2–6) and Smartgrade Assessment Series reading tests each term (Years 1–5)
- End of Key Stage 1 assessments (Year 2) and Key Stage 2 SATs (Year 6)

Writing
- Smartgrade Assessment Series grammar, punctuation and spelling tests each term (Years 1–6)
- Teacher assessment of writing, supported by the Cheshire Academies Trust writing progression standards document and moderated within school and across the Trust
- The Early Learning Goals at the end of Reception