

## National Curriculum Links – English

The following composition has been created using the statutory requirements set out in the ‘The National Curriculum in England: key stages 1 and 2 framework document’ (2013). This document encompasses the statutory requirements for ‘English’ for years 1 to 6 – those that are identified in black demonstrate the statutory requirements that may be observed whilst with Stoke Bruerne Boat Company Ltd and those that are identified in red demonstrate the statutory requirements that may be observed within the setting prior to/after your visit with Stoke Bruerne Boat Company limited. Information that is not printed in the National Curriculum but is relevant to your visit with Stoke Bruerne Boat Company limited has been identified using italics.

Spoken Language					
School Year	Reading		Writing		
	Word Reading	Comprehension	Transcription	Composition	Vocabulary, Grammar and Punctuation
Year 1		<ul style="list-style-type: none"> <li>• Discussing word meanings, linking new meanings to those already known.</li> <li>• Participate in discussion about what is read to them, taking turns and listening to what others say.</li> <li>• Explain clearly their understanding of what is read to them.</li> </ul>			
Year 2		<ul style="list-style-type: none"> <li>• Discussing and clarifying the meaning of words, linking new meanings to known vocabulary.</li> <li>• Answering and asking questions.</li> <li>• Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.</li> </ul>		<ul style="list-style-type: none"> <li>• Writing narratives about personal experiences and those of others (real and fictional).</li> <li>• Writing about real events.</li> <li>• Writing for different purposes.</li> <li>• Planning or saying out loud what they are going to write about.</li> <li>• Writing down ideas and/or key words, including new vocabulary.</li> <li>• Encapsulating what they want to say, sentence by sentence.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).</li> <li>• Sentences with different forms: statement, question, exclamation, command.</li> <li>• Expanded noun phrases to describe and specify.</li> <li>• The present and past tenses correctly and consistently</li> </ul>

				<ul style="list-style-type: none"> <li>• Evaluating their writing with the teacher and other pupils.</li> <li>• Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</li> <li>• Proof-reading to check for errors in spelling, grammar and punctuation.</li> <li>• Read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>	<ul style="list-style-type: none"> <li>including the progressive form.</li> <li>• Subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</li> <li>• The grammar for year two.</li> <li>• Some features of written Standard English.</li> <li>• Use and understand the grammatical terminology in discussing their writing.</li> </ul>
Year 3 and 4		<ul style="list-style-type: none"> <li>• Retrieve and record information from non-fiction.</li> <li>• Participate in discussion about both books that read to them and those they can read for themselves, taking turns and listening to others.</li> </ul>	<ul style="list-style-type: none"> <li>• Spell further homophones [for example, dolly – a child’s toy/a part of a boat ropes are tied to, to moor].</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> <li>• Discussing and recording ideas.</li> <li>• Composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.</li> <li>• Organising paragraphs around a theme.</li> <li>• In non-narrative material, using simple organisational devices [for example headings and sub-headings].</li> </ul>	<ul style="list-style-type: none"> <li>• Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</li> <li>• Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</li> <li>• Using conjunctions, adverbs and prepositions to express time and cause.</li> <li>• Using fronted adverbials.</li> <li>• Learning the grammar for years 3 and 4.</li> <li>• Using commas after fronted adverbials.</li> <li>• Indicating possession by using the possessive</li> </ul>

				<ul style="list-style-type: none"> <li>• Assessing the effectiveness of their own and others' writing and suggesting improvements.</li> <li>• Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</li> <li>• Proof-read for spelling and punctuation errors</li> <li>• 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.</li> </ul>	<p>apostrophe with plural nouns.</p> <ul style="list-style-type: none"> <li>• Use and understand the grammatical terminology accurately and appropriately when discussing their writing and reading.</li> </ul>
Year 5 and 6		<ul style="list-style-type: none"> <li>• Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books and textbooks.</li> <li>• Reading books that are structured in different ways and reading for a range of purposes.</li> <li>• Checking that a book makes sense to them, discussing their understanding and exploring the meaning of words in context.</li> <li>• Asking questions to improve understanding.</li> <li>• Distinguish between statements of fact and opinion.</li> </ul>	<ul style="list-style-type: none"> <li>• Spell some words with 'silent' letters [for example, knight, psalm, solemn, <i>knot</i>, <i>align</i>, <i>exhaust</i>, <i>chimney</i>, <i>government</i>, <i>pneumonia</i>, <i>debris</i>, <i>wrong</i>].</li> <li>• Continue to distinguish between homophones and other words which are often confused [<i>for example, dolly – a child's toy/a part of a boat ropes are tied to, to moor</i>].</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</li> <li>• Noting and developing initial ideas, drawing on reading and research where necessary.</li> <li>• Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</li> <li>• Using further organisational and presentational devices to structure text and to guide the reader [for</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</li> <li>• Using passive verbs to affect the presentation of information in a sentence.</li> <li>• Using the perfect form of verbs to make relationships of time and cause.</li> <li>• Using expanded noun phrases to convey complicated information concisely.</li> <li>• Using modal verbs or adverbs to indicate degrees of possibility.</li> <li>• Using relative clauses beginning with <i>who</i>, <i>which</i>,</li> </ul>

		<ul style="list-style-type: none"> <li>• Retrieve, record and present information from non-fiction books.</li> <li>• 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.</li> <li>• 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.</li> <li>• Provide reasoned justification for their views.</li> </ul>		<p>example, headings, bullet points, underlining].</p> <ul style="list-style-type: none"> <li>• Assessing the effectiveness of their own and others' writing.</li> <li>• Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> <li>• Ensuring the consistent and correct use of tense throughout a piece of writing.</li> <li>• Proof-read for spelling and punctuation errors.</li> <li>• Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>	<p>where, when, whose, that or with an implied relative pronoun.</p> <ul style="list-style-type: none"> <li>• Learn the grammar for years 5 and 6.</li> <li>• Using commas to clarify meaning or avoid ambiguity in writing.</li> <li>• Using hyphen to avoid ambiguity.</li> <li>• Using brackets, dashes or commas to indicate parenthesis.</li> <li>• Using semi-colons, colons or dashes to mark boundaries between independent clauses.</li> <li>• Using a colon to introduce a list.</li> <li>• Punctuating bullet points consistently.</li> <li>• Use and understand grammatical terminology accurately and appropriately in discussing their writing and reading.</li> </ul>
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