



Robin Hood Primary Reading Root and Branch Curriculum Plan

Early Years Curriculum

- Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- For children whose home language is not English, providers must take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. Providers must also ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS: ensuring children are ready to benefit from the opportunities available to them when they begin Year 1. When assessing communication, language and literacy skills, practitioners must assess children's skills in English. If a child does not have a strong grasp of English language, practitioners must explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.
- Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.
- Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events
- Writing: children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Year	Root Skills	Branch Learning (Statutory Guidance as per DfE Curriculum 2014)	Leaf Learning (Specific Details of Learning)
1	Spoken Language	• Listen and respond appropriately • Ask questions • Justify answers articulately and with structure • Stay focussed and attentive during a conversation • Investigate/explore use of new language • speak audibly and fluently with an increasing command of Standard English	• listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • 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, attending to and building on the contributions of others • select and use appropriate registers for effective communication.
	Spelling	spell: • words containing each of the 40+ phonemes already taught • common exception words and the days of the week • name the letters of the alphabet	Rules and example words/exception words available in appendix 1 of curriculum • Letters of the alphabet in order • Use -s or -es as the plural marker for nouns and the third person singular marker for verbs using the prefix un- using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] • Children should be segmenting words using phoneme knowledge

		• using letter names to distinguish between alternative spellings of the same sound • add prefixes and suffixes • apply simple spelling rules and guidance, as listed in English Appendix 1 • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	• Use of zero tolerance words each half term
	Handwriting	• Pupils should sit correctly at a table, holding a pencil comfortably and correctly	• begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.
	Composition	• write in sentences • sequencing sentences to form short narratives	• saying out loud what they are going to write about • compose a sentence orally before writing • re-read what they have written to check that it makes sense • discuss what they have written with a teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher
	Vocabulary, grammar and punctuation	• leaving spaces between words joining words and joining clauses using and • begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	<u>Taken from Grammar and terminology Appendix 2</u> • Word Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) • How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat] Sentence • How words can combine to make sentences Joining words and joining clauses using and Text Sequencing sentences to form short narratives • Punctuation Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences • Capital letters for names and for the personal pronoun I • Terminology for pupils letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark
2	Spoken Language	• Listen and respond appropriately • Ask questions • Justify answers articulately and with structure • Stay focussed and attentive during a conversation • Investigate/explore use of new language • speak audibly and fluently with an increasing command of Standard English	• listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • 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, attending to and building on the contributions of others • select and use appropriate registers for effective communication.
	Punctuation and grammar	• Develop understanding of how to use new and familiar punctuation correctly	• Use of including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • learn how to use: - sentences with different forms: statement, question, exclamation, command, expanded noun phrases to describe and specify [for example, the blue butterfly] • form subordination (using when, if, that, or because) and co-ordination (using and, or, but)

			- the present and past tenses correctly and consistently including the progressive <u>Taken from appendix 2 of curriculum</u> - Text: Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] - Punctuation :Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name] - Terminology for pupils: noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma
	Spelling	- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly - learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones - learning to spell common exception words - learning to spell more words with contracted forms	Rules and example words/exception words available in appendix1 of curriculum - learning the possessive apostrophe (singular) [for example, the girl's book] - distinguishing between homophones and near-homophones - add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly - English – key stages 1 and 2 20 Statutory requirements apply spelling rules and guidance, as listed in English Appendix 1 - write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. - Use of zero tolerance words each half term
	Handwriting	Pupils should be taught to: - form lower-case letters of the correct size relative to one another - write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters - use spacing between words that reflects the size of the letters.	start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
	Composition	- develop positive attitudes towards and stamina for writing - consider what they are going to write before beginning by make simple additions, revisions and corrections to their own writing - evaluating their writing with the teacher and other pupils - read aloud what they have written with appropriate intonation to make the meaning clear	- writing narratives about personal experiences and those of others (real and fictional) writing about real events, writing poetry, writing for different purposes - planning or saying out loud what they are going to write about - writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence - 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 - proof-reading to check for errors in spelling, grammar and punctuation
3/4	Spoken Language	- Listen and respond appropriately - Ask questions - Justify answers articulately and with structure - Stay focussed and attentive during a conversation - Investigate/explore use of new language - speak audibly and fluently with an increasing command of Standard English	- listen and respond appropriately to adults and their peers - ask relevant questions to extend their understanding and knowledge - use relevant strategies to build their vocabulary - articulate and justify answers, arguments and opinions - give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings - maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments - use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

			• 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, attending to and building on the contributions of others • select and use appropriate registers for effective communication.
	Punctuation and grammar	• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • using the present perfect form of verbs in contrast to the past tense • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause • using fronted adverbials indicate grammatical and other features by: • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with plural nouns • using and punctuating direct speech • Use terminology in leaf section confidently	Grammar to be introduced (taken from appendix 2 of curriculum) YEAR 3 • Formation of nouns using a range of prefixes [for example super–, anti–, auto–] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] • Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] • Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] • Introduction to inverted commas to punctuate direct speech • preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks') YEAR 4 • The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.] • Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition • Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Use of commas after fronted adverbials • determiner pronoun, possessive pronoun adverbial
	Spelling	• use further prefixes and suffixes and understand how to add them spell further homophones • spell words that are often misspelt • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • use the first two or three letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	Rules and example words/exception words available in appendix 1 of curriculum • Adding suffixes beginning with vowel letters to words of more than one syllable • The /i/ sound spelt y elsewhere than at the end of words • The /ʌ/ sound spelt ou • Prefixes dis_ Un_ mis_ in_ im_re_sub_inter_super_anti_auto_ • Suffixes _ation_ly • Words ending in _sure_ture_er_sion_ous_tion_sion_cian • Words with the /k/ sound spelt ch (Greek in origin) • Words with the /j/ sound spelt ch (mostly French in origin) • Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin) • Words with the /s/ sound spelt sc (Latin in origin) • Words with the /ei/ sound spelt ei, eigh, or ey • Possessive apostrophe with plural words • Homophones and near-homophones • Use of zero tolerance words each half term

	Handwriting	joined handwriting	- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting - spacing of descenders and ascenders is sufficient
	Composition	- plan their writing - draft and write (English Appendix 2) - organising paragraphs around a theme - evaluate and edit - assessing the effectiveness of their own and others' writing and 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	- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures - in narratives, creating settings, characters and plot - in non-narrative material, using simple organisational devices [for example, headings and sub-headings] - Follow our critiquing, editing, drafting and redrafting process - Give peer and self feedback by suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors - Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description.
5/6	Spoken Language	- Listen and respond appropriately - Ask questions - Justify answers articulately and with structure - Stay focussed and attentive during a conversation - Investigate/explore use of new language - speak audibly and fluently with an increasing command of Standard English	- listen and respond appropriately to adults and their peers - ask relevant questions to extend their understanding and knowledge - use relevant strategies to build their vocabulary - articulate and justify answers, arguments and opinions - give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings - maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments - use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas - 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, attending to and building on the contributions of others - select and use appropriate registers for effective communication.
	Punctuation and grammar	- recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence - use the perfect form of verbs to mark relationships of time and cause - use expanded noun phrases to convey complicated information concisely - use modal verbs or adverbs to indicate degrees of possibility - use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun - Indicate grammatical features	- use commas to clarify meaning or avoid ambiguity in writing - use hyphens to avoid ambiguity - use brackets, dashes or commas to indicate parenthesis - use semi-colons, colons or dashes to mark boundaries between independent clauses - use a colon to introduce a list - punctuating bullet points consistently Grammar to be introduced (taken from appendix 2 of curriculum) YEAR 5 - Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] Verb prefixes [for example, dis–, de–, mis–, over– and re–] - Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] - Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across

			paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] • Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity • modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity YEAR 6 • The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] How words are related by meaning as synonyms and antonyms [for example, big, large, little]. • Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] • Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] • Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] • subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points
	Spelling	• use further prefixes and suffixes and understand the guidance for adding them • spell some words with 'silent' letters [for example, knight, psalm, solemn] • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 • use dictionaries to check the spelling and meaning of words • use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus	Spelling rules taken from appendix 1 of curriculum (rules and example words/exception words available in appendix) • Endings which sound like /ʃəs/ spelt –cious or –tious • -tial and –cial endings and exception words • Words ending in –ant, –ance/–ancy, –ent, –ence/–ency • Words ending in –able and –ible Words ending in –ably and –ibly • Adding suffixes beginning with vowel letters to words ending in –fer • Use of the hyphen • 'l before e except after c'....usually • Words containing the letter-string ough • Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) • Homophones and other words that are often confused
	Handwriting	• write legibly, fluently and with increasing speed	• choose 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. • They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. • They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.
	Composition	• Plan writing • Draft and write • Evaluate and edit • Proof read • Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	• identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary • in writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed • select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précisng longer passages

		• Write for a real purpose and for a given task	• use a wide range of devices to build cohesion within and across paragraphs • use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] • assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensure the consistent and correct use of tense throughout a piece of writing • ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
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