

## **ENGLISH CURRICULUM INFORMATION**

### **YEAR 1**

Year 1 pupils develop their skills through stories with familiar settings, stories from a range of cultures, traditional and fairy tales and stories about fantasy worlds. They learn about labels, lists and captions, instructions, recounts, and information texts. They consider a variety of poetry, which use the senses, show pattern or rhyme or share a theme. The development of reading skills is a key part of the Year 1 curriculum. Pupils take home their reading book every day, where they are expected to practise their reading as part of their homework. They read to their teacher or teaching assistant during the school day. Girls in Year 1 develop their phonic knowledge through a 'synthetic phonics' programme. They also develop their writing using a range of stimuli. Spelling tests are introduced, where pupils are asked as part of their homework to learn a list of words with a particular sound or a connected theme. Handwriting is taught as a separate lesson in order to ensure the correct letter formation is secured.

### **YEAR 2**

Year 2 pupils develop their skills through stories with familiar settings, stories from a range of cultures, traditional stories and stories by significant authors. They learn about instructions, explanations, information texts and non-chronological reports. They also consider a variety of poetry, which use descriptive language, show pattern or are humorous. The development of reading skills is a key part of the Year 2 curriculum. Girls take their reading book home every day, where they are expected to practise their reading as part of their homework. They read to their teacher or teaching assistant during the school day. Pupils can take home a book from their class library for shared enjoyment. Year 2 pupils develop their writing using a range of stimuli. The girls have weekly spelling lists to learn as part of their homework, which are then tested in class. Handwriting is taught as a separate lesson in order to teach correct joined-up handwriting, in the Nelson Handwriting style.

### **YEAR 3**

Year 3 pupils develop their skills through stories with familiar settings, myths and legends, adventure and mystery stories, authors and letters, and dialogue and plays. They learn about instructions, reports and information texts. They consider a variety of poetry, which lend themselves to performance, show shape or language play. In Year 3 the girls are introduced to a reading list, through which it is hoped that they will experience a breadth of authors and genres. Pupils continue to take home their reading book every day, where they are expected to practise their reading as part of their homework. They read to their teacher or teaching assistant during the school day. Girls are also given a library card, enabling them to loan books from the Junior Library during a weekly library lesson. Pupils develop their writing using a range of stimuli. The girls have weekly spelling lists to learn as part of their homework, which are then tested in class. Handwriting is taught in order to teach correct joined-up handwriting, in the Nelson Handwriting style.

### **YEAR 4**

Year 4 pupils develop their skills through plays or stories with historical settings, set in imaginary worlds, from other cultures and those which raise dilemmas. They study

newspaper recounts, explanation, persuasive and information texts. They consider a variety of poetry, focussing upon imagery and poetic form. Pupils also develop their comprehension skills in reading. They use the Year 4 Reading List to experience a breadth of authors and genres. Pupils continue to take home their reading book every day, where they are expected to practise their reading as part of their homework. They read to their teacher or teaching assistant during the school day. Pupils use their library card to loan books from the Junior Library during a weekly library lesson. They develop their writing using a range of stimuli. The girls have weekly spelling lists to learn as part of their homework, which are then tested in class.

## **YEAR 5**

In the Autumn Term the girls are prepared for the Entrance Examination into the Senior School through timed written reading tasks and story writing exercises. Year 5 pupils develop their skills through exploring novels by significant authors, traditional stories, fables, myths, legends, stories from other cultures and dramatic conventions. They study instructions, recounts and persuasive writing. They consider a variety of poetry, focussing upon poetic style, narrative poems and performance poetry. During Year 5, girls develop their comprehension skills in reading to ensure detailed and incisive answers can be written. They use the Year 5 Reading List to experience a breadth of authors and genres. Pupils take home their reading book every day, where they are expected to practise their reading as part of their homework. They read a range of genres during the school day. Pupils use their library card to loan books from the Junior Library during a weekly library lesson. Pupils develop their writing using a range of stimuli. The girls have weekly spelling lists to learn as part of their homework, which are then tested in class.