

## English Framework - Milestone 2

### Intent

#### Reading

We aim to equip our pupils with:

- The motivation to read for both study and for pleasure.
- Excellent phonic knowledge and skills.
- Fluency and accuracy in reading across a wide range of contexts throughout the curriculum.
- Knowledge of an extensive and rich vocabulary.
- An excellent comprehension of texts.
- Extensive knowledge through having read a rich and varied range of texts.

#### Writing

- A love of writing and an appreciation of its educational, cultural and entertainment values.
- A vivid imagination which makes readers engage with and enjoy their writing.
- A highly developed vocabulary and an excellent knowledge of writing techniques to extend details or description.
- Well-organised and structured writing, which includes a variety of sentence structures.
- The ability to write fluently and with interesting detail on a number of topics throughout the curriculum.
- Excellent transcription skills that ensure their writing is well presented and punctuated, spelled correctly and neat.

[The ability to reflect on and improve their work.\\*](#)

[Draw on knowledge from reading. \(Make links to reading to inspire and influence writing\)](#)

#### Communication

- [Listens attentively so as to understand what is being said and respond appropriately.](#)
- A rich and varied vocabulary that gives clarity and interest to conversations.
- Clear speech [in a range of registers](#) that can be easily understood by a range of audiences.
- An excellent grasp of the rules used in English conversation, such as tenses and the grammatical structure of sentences.
- A highly developed ability to tell stories that capture the interest and imagination of the audience.
- A delight in initiating and joining in conversations.
- Respect for others when communicating, even when views differ.

Threshold Concepts	Skills	
<b>Reading</b>		
<p>Word Reading - This concept involves decoding and fluency.</p>		<ul style="list-style-type: none"> <li>• Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 - both to read aloud and understand the meaning of new words they meet.</li> </ul>
		<ul style="list-style-type: none"> <li>• Read further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word.</li> </ul>
<p>Comprehension - Understand texts This concept involves understanding both the literal and more subtle nuances of texts.</p>		<ul style="list-style-type: none"> <li>• Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books.</li> </ul>
		<ul style="list-style-type: none"> <li>• Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</li> </ul>
		<ul style="list-style-type: none"> <li>• Prepare poems and plays to read aloud with expression, volume, tone and intonation.</li> </ul>
		<ul style="list-style-type: none"> <li>• Discuss words and phrases that capture the imagination.</li> </ul>
		<ul style="list-style-type: none"> <li>• Check the text makes sense to them by discussing their understanding and explaining the meaning of words in context.</li> </ul>
		<ul style="list-style-type: none"> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> </ul>
		<ul style="list-style-type: none"> <li>• Predict what might happen from details stated and implied.</li> </ul>
		<ul style="list-style-type: none"> <li>• Identify main ideas drawn from more than one paragraph and summarise these.</li> </ul>
		<ul style="list-style-type: none"> <li>• Ask questions to improve understanding of a text.</li> <li>• Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</li> </ul>

		<ul style="list-style-type: none"> <li>• Identify how language, structure and presentation contribute to meaning.</li> <li>• Identify recurring themes and elements of different stories (e.g. good triumphing over evil).</li> <li>• Recognise some different forms of poetry - for example free verse, narrative poetry.</li> <li>• Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes.</li> <li>• Use dictionaries to check the meaning of words they have read.</li> </ul>
<b>Writing</b>		
<p><b>Write with purpose -</b></p> <ul style="list-style-type: none"> <li>• Use dictionaries to check the meaning of words they have read.</li> </ul>	<p><b>Composition</b></p>	<ul style="list-style-type: none"> <li>• Write coherent narratives, using the main features of a type of writing (identified in reading).</li> <li>• Compose and rehearse sentences orally - <i>varied and rich vocabulary and increasing range of sentence structures.</i></li> <li>• Use techniques used by authors to create characters and settings - including dialogue.</li> <li>• Plan (drawing pictures and annotating), write, edit and improve.</li> </ul>
<p><b>Use Imaginative description -</b> This concept involves developing an appreciation of how best to convey ideas through description.</p>		<ul style="list-style-type: none"> <li>• Use a range of descriptive phrases including:</li> <li>• some collective nouns.</li> <li>• noun phrases, expanded by the addition of modifying adjectives, nouns and preposition phrases.</li> <li>• Use similes effectively.</li> <li>• Use alliteration effectively.</li> </ul>

		<ul style="list-style-type: none"> <li>• Create characters, settings and plots.</li> </ul>
<p><b>Organise writing appropriately -</b> This concept involves developing an appreciation of how best to convey ideas through organisation.</p>		<ul style="list-style-type: none"> <li>• Using the perfect form of verbs to mark relationships of time and cause.</li> </ul>
		<ul style="list-style-type: none"> <li>• Use conjunctions, adverbials and prepositions that signal time and cause: shift attention, inject suspense and shift the setting.</li> </ul>
		<ul style="list-style-type: none"> <li>• Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</li> </ul>
		<ul style="list-style-type: none"> <li>• Use organisational devices such as headings and sub headings.</li> </ul>
<p><b>Use paragraphs -</b> This concept involves understanding how to group ideas so as to guide the reader.</p>		<ul style="list-style-type: none"> <li>• Organise paragraphs around a theme.</li> </ul>
		<ul style="list-style-type: none"> <li>• Sequence paragraphs.</li> </ul>
<p><b>Use sentences appropriately -</b> This concept involves using different types of sentences appropriately for both clarity and for effect.</p>		<ul style="list-style-type: none"> <li>• Write sentences that include: <ul style="list-style-type: none"> <li>- conjunctions (coordination and subordination)</li> <li>- adverbs</li> <li>- direct speech, punctuated correctly</li> <li>- clauses</li> <li>- adverbial phrases</li> </ul> </li> </ul>
		<ul style="list-style-type: none"> <li>• Use a mixture of simple, compound and complex sentences.</li> </ul>
<p><b>Present neatly -</b> This concept involves developing an understanding of handwriting and clear presentation.</p>	<p><b>Transcription</b></p>	<ul style="list-style-type: none"> <li>• Join letters, deciding which letters are best left un-joined.</li> </ul>
		<ul style="list-style-type: none"> <li>• Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately.</li> </ul>

<p><b>Spell correctly -</b> This concept involves understanding the need for accuracy.</p>		<p style="text-align: center;"><i>FOR SPELLING PLEASE REFER TO APPENDIX 1</i></p> <ul style="list-style-type: none"> <li>• Spell homophones correctly.</li> <li>• Spell correctly often misspelt words.</li> <li>• Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's).</li> <li>• Use the first two or three letters of a word to check its spelling in a dictionary.</li> <li>• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> <li>• Use prefixes and suffixes and understand how to add them.</li> </ul>
<p><b>Punctate accurately -</b> This concept involves understanding that punctuation adds clarity to writing.</p>		<ul style="list-style-type: none"> <li>• Using commas after fronted adverbials.</li> <li>• Indicating possession by using the possessive apostrophe with plural nouns.</li> <li>• Using and punctuating direct speech.</li> </ul>
<p><b>Analyse writing -</b> This concept involves understanding how grammatical choices give effect and meaning to writing.</p>	<p><b>Analysis and presentation</b></p>	<ul style="list-style-type: none"> <li>• Assess the effectiveness of their own and others' writing and suggesting improvements (e.g. propose changes to grammar and vocabulary to improve consistency such as the accurate use of pronouns.)</li> <li>• Proof-read for spelling and punctuation errors.</li> </ul> <p><b>Use and understand grammatical terminology in discussing writing:</b></p> <p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>• word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause.</li> </ul> <p><b>Year 4</b></p>

		<ul style="list-style-type: none"> <li>• determiner, pronoun, possessive pronoun, adverbial.</li> </ul>
<p><b>Present writing -</b> This concept involves learning to reflect upon writing and reading it aloud to others.</p>		<ul style="list-style-type: none"> <li>• Read aloud writing to a group or whole class, using appropriate intonation.</li> <li>• Control tone and volume so that meaning is clear.</li> </ul>
<p><b>Comprehension</b></p>		
<p><b>Listen carefully and understand -</b> This concept involves understanding how to engage with what others are saying.</p>		<ul style="list-style-type: none"> <li>• Engage in discussions, making relevant points.</li> <li>• Ask for specific additional information to clarify.</li> <li>• Understand the meaning of some phrases beyond the literal interpretation.</li> </ul> <p>Show an understanding of the main points and significant details in a discussion.</p>
<p><b>Develop a wide and interesting vocabulary -</b> This concept involves building a rich, sophisticated vocabulary with which to express oneself.</p>		<ul style="list-style-type: none"> <li>• Use time, size and other measurements to quantify.</li> <li>• Use interesting adjectives, adverbial phrases and extended noun phrases in discussion.</li> <li>• Use vocabulary that is appropriate to the topic being discussed or the audience that is listening.</li> </ul>
<p><b>Speak with clarity -</b> This concept involves understanding that an audience needs to understand what is being said.</p>		<ul style="list-style-type: none"> <li>• Use verbs with irregular endings.</li> <li>• Use a mixture of sentence lengths to add interest to discussions and explanations.</li> <li>• Use intonation to emphasise grammar and punctuation when reading aloud.</li> </ul> <p>Speak with good diction so that those at the rear of the audience can hear clearly</p>

		what is said.
		Sequence, develop and communicate ideas in an organised, logical way (Summarise main ideas and points)
		Use some features of Standard English and understands when the context requires it.
<b>Tell stories with structure</b> - This concept involves understanding how to keep an audience engaged through structured speech.		<ul style="list-style-type: none"> <li>• Bring stories to life with expression and intonation.</li> <li>• Read the audience to know when to add detail and when to leave it out.</li> </ul>
		<ul style="list-style-type: none"> <li>• Listen and talk by making relevant comments or asking questions in a discussion or a debate.</li> <li>• Seek clarification by actively seeking to understand others' points of view.</li> <li>• Respectfully challenge opinions or points, offering an alternative.</li> </ul>
<b>Hold conversations and debates -</b> This concept involves understanding how to engage with others.		Develop and explain ideas, using appropriate language (e.g. language of opinion).