

## English Framework - Milestone 1

### 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 phonic knowledge and skills as the route to decode words.</li> <li>• Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</li> <li>• Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</li> <li>• Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</li> <li>• Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</li> <li>• Read other words of more than one syllable that contain taught GPCs.</li> <li>• Read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s).</li> <li>• Read aloud accurately books that are consistent with phonic knowledge and that do not require other strategies to work out words.</li> <li>• • <i>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</i></li> <li>• <i>Read accurately words of two or more syllables that contain the same graphemes as above.</i></li> <li>• <i>Read words containing common suffixes.</i></li> <li>• <i>Read most words quickly and accurately, without overt sounding</i></li> </ul>

		<p><i>and blending, when they have been frequently encountered.</i></p> <ul style="list-style-type: none"> <li>• <i>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</i></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 texts - including poems, stories and non-fiction at a level beyond that which they can read independently.</li> <li>• Becoming familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</li> <li>• Learn to appreciate rhymes and poems and to recite some by heart.</li> <li>• Discuss and clarify the meaning of words, linking new meanings to known vocabulary.</li> <li>• Check that reading makes sense and self-correct.</li> <li>• Make inferences on the basis of what is being said and done.</li> <li>• Predict events on the basis of what has been read so far.</li> <li>• Discuss the sequence of events in books and how items of information are related.</li> <li>• Ask and answer questions about texts.</li> <li>• Explain and discuss understanding of texts by drawing on background information and words provided by the teacher.</li> <li>• Discuss favourite words and phrases</li> <li>• Recognise and join in with simple recurring literary language in stories and poetry. (including role play)</li> <li>• Link reading to own experiences and other books.</li> <li>• Discuss the significance of the title and events.</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 simple, coherent narratives for a variety of purposes.</li> <li>• Plan by talking about ideas and drawing pictures and annotating.</li> <li>• Say first and then write to tell others about ideas.</li> <li>• Use some of the characteristic features of the type of writing used.</li> <li>• Write, review and improve. (additions, revisions and proof reading)</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 expanded noun phrases to describe and specify (e.g. the blue butterfly) through: -well-chosen adjectives to add detail -similes</li> <li>• Use adverbs for extra detail.</li> <li>• Use names of people, places and things.</li> <li>• Use nouns and pronouns for variety.</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>• Use the correct tenses including the progressive form.</li> <li>• Reread writing to check that it makes sense.</li> <li>• Organise writing in line with its purpose.</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>• Write about more than one idea.</li> <li>• Group related information.</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 so that other people can understand the meaning of sentences.</li> <li>• Sequence sentences to form clear narratives.</li> <li>• Convey ideas sentence by sentence.</li> <li>• Use sentences with different forms: statement, question, exclamation and command.</li> <li>• Vary the way sentences begin.</li> <li>• Join sentences with conjunctions (subordination and coordination).</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>• Sit correctly and hold a pencil correctly.</li> <li>• Begin to form lower-case letters correctly.</li> <li>• Form capital letters.</li> <li>• Form digits 0-9.</li> <li>• Understand letters that are formed in similar ways.</li> <li>• Form lower-case letters of a consistent size, relative to one another.</li> <li>• Begin to join some letters.</li> <li>• Write capital letters and digits of the correct size , orientation and relationship to one another and to lower case letters.</li> <li>• Use spacing between words that reflects the size of the letters.</li> </ul>
<p><b>Spell correctly -</b> This concept involves understanding the need for accuracy.</p>		<ul style="list-style-type: none"> <li>• Spell words containing 40+ learned phonemes.</li> <li>• Spell common exception words.</li> <li>• Name letters of the alphabet in order.</li> <li>• Use letter names to describe spellings of words.</li> <li>• Add prefixes and suffixes, learning the rule for adding s and es as a plural marker for nouns, and the third person singular marker for verbs (I drink - he drinks).</li> </ul>

		<ul style="list-style-type: none"> <li>• Use the prefix un.</li> <li>• Use suffixes where no change to the spelling of the root word is needed: helping, helped, helper, eating, quicker, quickest.</li> <li>• Use spelling rules.</li> <li>• Learn how prefixes and suffixes change word class.</li> <li>• Write simple sentences dictated by the teacher.</li> <li>• Spell by segmenting words into phonemes and represent them with the correct graphemes.</li> <li>• Learn some new ways to represent phonemes.</li> <li>• Spell common exception words correctly.</li> <li>• Spell contraction words correctly (can't, don't).</li> <li>• Add suffixes to spell longer words (-ment, -ness, -ful and -less).</li> <li>• Use the possessive apostrophe. (singular) (for example, the girl's book)</li> <li>• Distinguish between homophones and near-homophones.</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>• Leave spaces between words.</li> <li>• Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms.</li> <li>• Begin to punctuate using a capital letter for the name of people, places, the days of the week and I.</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>• 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>• Discuss and evaluate writing with the teacher and other pupils.</li> <li>• Proof-reading to check for errors in spelling, grammar and punctuation</li> </ul>

		<b>Use and understand grammatical terminology in discussing writing:</b>
<b>Present writing -</b> This concept involves learning to reflect upon writing and reading it aloud to others.		<b>Year 1</b> <ul style="list-style-type: none"> <li>• word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark.</li> </ul> <b>Year 2</b> <ul style="list-style-type: none"> <li>• verb, adverb, tense (past, present), adjective, noun, noun phrase, statement, question, exclamation, command, compound, suffix, apostrophe, comma.</li> </ul> <ul style="list-style-type: none"> <li>• Read aloud writing clearly enough to be heard by peers and the teacher.</li> <li>• Read aloud writing with some intonation.</li> </ul>
<b>Comprehension</b>		
<b>Listen carefully and understand -</b> This concept involves understanding how to engage with what others are saying.		<ul style="list-style-type: none"> <li>• Sift information and focus on the important points.</li> <li>• Seek clarification when a message is not clear.</li> <li>• Understand instructions with more than one point.</li> </ul> <b>Ask questions about matters of immediate interest.</b>
<b>Develop a wide and interesting vocabulary -</b> This concept involves building a rich, sophisticated vocabulary with which to express		<ul style="list-style-type: none"> <li>• Use subject specific vocabulary to explain and describe.</li> <li>• Suggest words or phrases appropriate to the topic being discussed.</li> <li>• Identify homophones.</li> </ul>

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<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>• Speak in a way that is clear and easy to understand.</li> <li>• Demonstrate good phonic knowledge by clearly pronouncing the sounds within words.</li> <li>• Identify syllables within words.</li> </ul> <p>Express themselves in complete sentences.</p>
<p><b>Tell stories with structure -</b> This concept involves understanding how to keep an audience engaged through structured speech.</p>		<ul style="list-style-type: none"> <li>• Ensure stories have a setting, plot and a sequence of events.</li> <li>• Recount experiences with interesting detail - using sequential language.</li> <li>• Predict events in a story.</li> <li>• Give just enough detail to keep the audience engaged.</li> </ul> <p>Join in with imaginative play using narrative language with adult support. Retell a familiar story using narrative language Perform a simple poem from memory</p>
<p><b>Hold conversations and debates -</b> This concept involves understanding how to engage with others.</p>		<ul style="list-style-type: none"> <li>• Take turns to talk, listening carefully to the contributions of others.</li> <li>• Hold the attention of listeners by adapting the way they talk - Vary language between formal and informal according to the situation.</li> <li>• Add humour to a discussion or debate where appropriate.</li> </ul> <p>Develop and explain ideas, beginning to provide reasons for these. Express feelings and ideas when talking about matters of immediate interest.</p>



