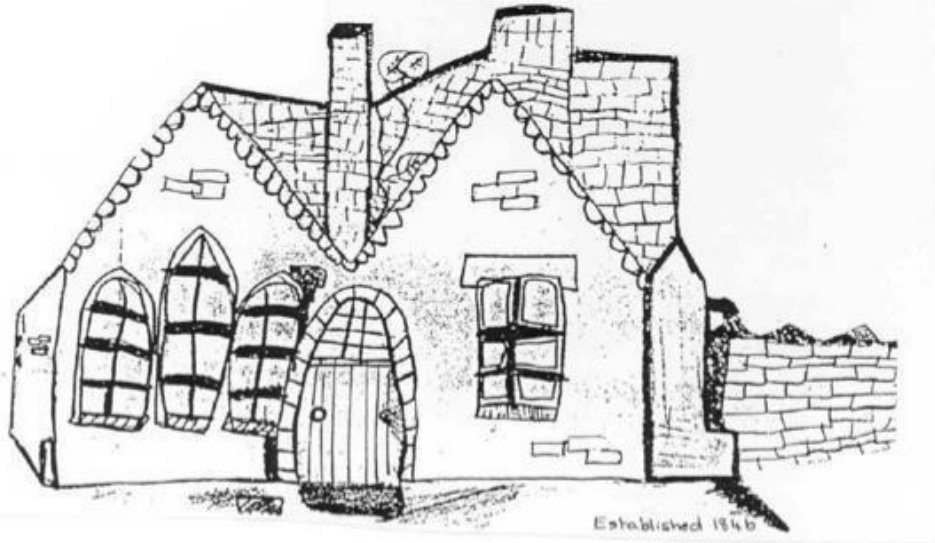


English Curriculum Purpose and Rationale



Our curriculum is driven by our Christian Vision and values, the culture and diversity of our local, national and global community.

‘Fullness of life for all, through working together with the love of Christ.’

At Quinton Church Primary School, we believe that everyone should have life in all its fullness. Therefore, our aim is for everyone to be part of our **Christian community** where everyone is happy, safe and supported, feels **loved** and demonstrates kindness; understands **justice** and shows fairness to all; and receives high quality education and is empowered to live life to the full (John 10:10).

We are not only inspired by John 10:10, but by Micah 6:8, which shows us how to live life in all its fullness.

‘The LORD has told us what is good. What he requires of us is this: to do what is just, to show constant love, and to live in humble fellowship with our God.’

Be kind, be fair, be thankful.

Curriculum Purpose: Why study English?

Why do we teach English? (intent)

At Quinton Church Primary School, we know the importance of teaching English well, so that children have a command of the language that they will need to live a fulfilled and successful life. As fluent and engaged readers, effective verbal communicators and writers with a wide vocabulary and a command of grammar our children will leave, at the end of Year 6, more likely to become responsible, happy and financially secure adults.

National Curriculum (what do we want learners to be able to know and do by the time they leave Quinton Church Primary School?).

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic
- conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a
- range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly
- their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations,
- demonstrating to others and participating in debate

Spoken Language:

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using

discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate. All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

Reading:

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading).

It is essential that teaching focuses on developing pupils' competence in both dimensions;

different kinds of teaching are needed for each. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school. Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

Writing:

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition. Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

Spelling, vocabulary, grammar and punctuation:

The two statutory appendices – on spelling and on vocabulary, grammar and punctuation – give an overview of the specific features that should be included in teaching the programmes of study. Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They should also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning. References to developing pupils' vocabulary are also included within the appendices. Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and 'language about language' listed. This is not intended to constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons. A non-statutory Glossary is provided for teachers. Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

Which Christian values underpin the curriculum content?

At Quinton Church Primary School our curriculum is driven by our Christian Vision and values, the culture and diversity of our local, national and global community. Our values include: Be kind, be fair, be thankful. Rooted within these values include the following: Kindness- compassion, service, peace, love Fairness- justice, forgiveness, wisdom Thankfulness- hope, friendship, trust We endeavour to teach these values within the teaching of the English curriculum, ensuring they are incorporated within our social, moral, spiritual and cultural development.

How are British Values taught from English?

At Quinton Church Primary School, pupils are taught about British Values throughout the curriculum and English by learning about a variety of diverse communities. For example:

- Individual liberty of own views, tolerance and mutual respect of others' views: taught through the topics where different views / ethics are involved, for example we focus on the variety of cultures within different reading text.
- Developing an awareness of health & safety for themselves and others when working practically for examples in drama.
- The social skills around behaviour: ensuring collective responsibility for a safe and efficient working environment.
- Challenging each other's behaviour or practices if they fall short of the collective expectations.

Curriculum Rationale: Why study English in this way?

Why has the specific knowledge been selected?

Speaking and Listening:

Speaking and listening skills are vital to children's development across the whole curriculum. Through talk and active listening, children widen their vocabulary, develop reasoning when expressing thoughts, feelings and ideas and adopt social skills that will be so important throughout their lives. At Quinton Church Primary School, it is essential that the children can talk and write in Standard English, as this is the gateway to academic success. Children cannot write what they are unable to express through talk, therefore talk must be used as a pedagogical tool when teaching English to provide children with the opportunity to practice and develop their language and composition skills.

Listening is a prerequisite skill for all learning. Children who are unable to listen with attention, responding thoughtfully and purposefully to what they have heard will become disenfranchised from all areas of learning. It is therefore important that teachers pay attention to children's listening skills; teaching them and guiding them to listen and respond appropriately.

Reading:

'The overarching aim for English in the national curriculum is...to develop a love of literature through widespread reading for enjoyment' (DFE 2014). Reading is the gateway to all other subjects. Reading is often seen as no more than a set of skills, which if taught systematically, will lead to independent readers. However, this is not the case. Children need to balance the skills of being a reader with the will to read. Evidence shows that children who chose to read are three times more likely to read at a level than that expected for their age than their peers (National Literacy Trust: 2017). At Quinton, we want all our children to leave the school as independent and life-long readers who have reading preferences and can express their opinions about what they have read.

Writing:

Writing is a creative art, and as such children need choice in what they write about and how they express themselves. As the children get older, their transcriptional skills become more automatic, aiding their ability to write down their thoughts and ideas with fluency and creativity. When teaching writing, teachers ensure that children have the time to craft and publish their writing so that they can be proud of what they have achieved and the impact it has on their reader. It is easy to dismiss the skill to spell, in a digital age; however, a lot rests on how well we can spell. The speed at which a child can write is dependent on fluent spelling. The range of vocabulary a child uses is linked to their spelling ability; if a child is unable to spell a word, they often resort to a similar word that they can spell which will alter the impact of their writing. And finally, even as adults, our intelligence is (unfairly) brought into question when we make spelling errors. Being a confident and accurate speller is a life skill that we owe every child. Fluent handwriting, though a transcriptional skill, aids children in compositional aspects of writing too. Without being able to write freely, and at a speed that supports the speed of your ideas, writing composition can be stilted. Many studies have also shown that grammar knowledge, taught in the context of high-quality texts, can make a difference to how children understand the craft of writing and in turn, improve their own writing composition.

How are English lessons delivered at Quinton?

Reading

The teaching of reading in EYFS:

- We have a structured early learning programme. The teaching of early reading skills begins in the EYFS through daily story, rhyme and song time alongside weekly individual reading of books children have chosen to take home.
- A wide selection of early reading books is available from Reception. Children begin their reading journey through the exploration of picture books.
- As children develop phonetical understanding, books are matched to the sounds that children are learning in class.
- Children are also provided with a book from the reading scheme and a book of their choice from the library.
- Children are taught during shared and guided group reading using structured and repetitive 'big books', guided texts and short stories.
- Teachers and teaching assistants also read, on an individual basis, with children as necessary: how often and who is based on assessment of progress.
- The school follows Little Wandle Letters and Sounds and children receive daily phonics sessions.

The teaching of Reading in KS1:

- Teachers and teaching assistants assess children's progression in early reading regularly using the Teacher Assessment Framework (TAF).
- Children continue to read books, which are matched to the sounds that children are learning in class.
- Children are also provided with a book from the phonics scheme and a book of their choice from the library/reading corner.
- Teachers and teaching assistants continue to read on an individual basis with children as necessary. How often and who is based on assessment of progress. Children who are working significantly below age related expectations are heard more regularly in order to support progress.
- As we know the importance of all children reading well as soon as possible, we put a great emphasis on reading with an adult in Key Stage 1, with the aim on securing this skill in the earliest school years.
- In Year 1, children are taught to read through Little Wandle Phonics and Reading sessions.
- As children progress through Key Stage 1, they are taught to read through whole-class 'Big Read' sessions. The main focus is on inference, vocabulary and retrieval skills.
- The school follows Little Wandle Letters and Sounds and children receive daily phonics sessions in year one. (see appendix three)
- Children in Year 2 (and above) who still require support to reach the expected standard for reading, will continue to receive additional phonics support until they meet these standards. This includes Rapid Catch Up sessions.

The teaching of reading in KS2:

- Teachers and teaching assistants continue to monitor children's reading progress through a combination of individual and whole class reading
- Children are also provided with a book from our Oxford Reading Tree scheme and a book of their choice from the library.
- To ensure shared access to high level texts and discussion, whole-class reading takes place at least 4 x a week. The main focus is on inference, vocabulary and retrieval skills
- Opportunities for independent reading are provided to encourage children to develop reading stamina and reading for pleasure.
- Children and adults share their text choices and recommend books to others.
- Children in Key Stage 2 who require additional reading and/or phonics support receive bespoke phonics interventions based on their needs. This includes Rapid Catch Up sessions.

Writing:

Across the school:

- Writing is linked to four main purposes: to inform, to entertain, to persuade and to discuss. (see appendix 6)
- A purpose and audience for each piece of writing is decided from the outset.
- Writing is displayed and celebrated all over the school.
- Grammar taught is linked to the purpose for writing.
- We provide stimulating first hand experiences, e.g. trips, storytellers and drama.
- Writing is taught as a carefully sequenced activity using which includes regular opportunities to produce short pieces of writing, SPAG focuses and good quality writing examples to support learning.
- Teachers provide regular helpful feedback and pupils respond accordingly.
- Writing is, in the main, linked to class topics to promote engagement.
- We ensure progression in complexity of tasks and expectations year on year.
- We build stamina for writing by providing opportunities to write independently and for extended periods.
- Editing and reviewing form a large part of lesson time – with age-appropriate strategies for pencil-pen response marking used across the school.
- Peer and self- marking is encouraged as an additional way for children to respond to writing.
- Where appropriate, children should be given 'steps to success' to support them during the writing process.
- Children are assessed using TAF.

Handwriting across the school:

- We take the view that handwriting should be taught little and often, and handwriting is taught a minimum of twice a week (KS2) and more frequently in EYFS & Y1.
- We encourage children to join their writing as soon as they are forming their letters correctly.
- Extra handwriting occurs in classes throughout the school where the class team feel that additional handwriting support is needed, as well as specific handwriting intervention delivered to pupils with individual handwriting needs.

Spelling

The teaching of spelling in EYFS and KS1:

- Children are introduced to the concept that words are broken down into sounds.
- Resources are available to remind children of trickier digraphs they want to write.
- Children in EYFS and Year 1 have short, focused phonics sessions which build slowly from learning single letter sounds to digraphs (two letter sounds such as 'sh' and 'oa') and split digraphs.
- This knowledge is applied in children's reading and writing.
- Children learn sounds, actions and letters through games and activities that support sounding out, segmenting and blending.
- Children having a go at writing by sounding out words and recording the sounds they hear.
- From Year 1, children applying phonic knowledge to spell words correctly or in a phonetically plausible way.

- From Year 1, children are actively encouraged and taught to proofread their writing for spelling errors.
- Every child receives weekly spelling activities based on sounds/letter patterns they are learning.
- We use 'Spelling Shed' to support our teaching of spelling.

The teaching of spelling in KS2:

- Throughout KS2, a spelling rule or new letter sounds are introduced weekly and relevant spellings are taught, e.g. through mnemonics, word sorting and spelling games.
- Key word banks, common exception words, dictionaries and word pattern visuals scaffold children as necessary.
- When writing, children are encouraged to check spellings in a word bank or dictionary.
- Spellings misconceptions are identified in children's work and children are given time to correct and practise them.
- Every child receives weekly spelling activities based on sounds/letter patterns they are learning.
- We use 'Spelling Shed' to support our teaching of spelling.

Grammar

The teaching of grammar across the school:

- We start with the basics of sentence construction including full stops and capital letters.
- Children begin to identify word classes early on (noun, verb, adjective and adverb) and use this understanding in their writing.
- We follow the 2014 National Curriculum as guidance as to what is taught in each year group and, from this, have devised a specific structure for our school detailing expectations year by year.

What is the impact?

Through the implementation of our English curriculum children will acquire age-related spelling, grammar, phonetical, punctuation, reading skills and knowledge, while also acquiring skills which will equip them to progress from their starting points, and within their everyday lives. They will be actively encouraged to apply their skills and knowledge into other subjects and continue to develop these in the future. A rich vocabulary will enable children to make sense of the world and build a varied vocabulary range.

English Curriculum Aims (end-points)

What are the aims, end-points, of specific stages of the curriculum?

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

KS1:

During Year 1, teachers should build on work from the Early Years Foundation Stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Teachers should also ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils' reading and spelling of all words. This includes common words containing unusual GPCs. The term 'common exception words' is used throughout the programmes of study for such words. Alongside this knowledge of GPCs, pupils need to develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. This will be supported by practice in reading books consistent with their developing phonic knowledge and skill and their knowledge of common exception words. At the same time, they will need to hear, share and discuss a wide range of high quality books to develop a love of reading and broaden their vocabulary. Pupils should be helped to read words without overt sounding and blending after a few encounters. Those who are slow to develop this skill should have extra practice. Pupils' writing during year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing. Pupils entering year 1 who have not yet met the early learning goals for literacy should continue to follow their school's curriculum for the Early Years Foundation Stage to develop their word reading, spelling and language skills. However, these pupils should follow the year 1 programme of study in terms of the books they listen to and discuss, so that they develop their vocabulary and understanding of grammar, as well as their knowledge more generally across the curriculum. If they are still struggling to decode and spell, they need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly. Teachers should ensure that their teaching develops pupils' oral vocabulary as well as their ability to understand and use a variety of grammatical structures, giving support to pupils whose oral language skills are insufficiently developed.

By the beginning of year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word reading knowledge. They should also be able to read many common words containing GPCs taught so far [for example, shout, hand, stop, or dream], without needing to blend the

sounds out loud first. Pupils' reading of common exception words [for example, you, could, many, or people], should be secure. Pupils will increase their fluency by being able to read these words easily and automatically. Finally, pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during year 1. During year 2, teachers should continue to focus on establishing pupils' accurate and speedy word reading skills. They should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum. In writing, pupils at the beginning of year 2 should be able to compose individual sentences orally and then write them down. They should be able to spell correctly many of the words covered in year 1 (see English Appendix 1). They should also be able to make phonically plausible attempts to spell words they have not yet learnt. Finally, they should be able to form individual letters correctly, so establishing good handwriting habits from the beginning. It is important to recognise that pupils begin to meet extra challenges in terms of spelling during year 2. Increasingly, they should learn that there is not always an obvious connection between the way a word is said and the way it is spelt. Variations include different ways of spelling the same sound, the use of so-called silent letters and groups of letters in some words and, sometimes, spelling that has become separated from the way that words are now pronounced, such as the 'le' ending in table. Pupils' motor skills also need to be sufficiently advanced for them to write down ideas that they may be able to compose orally. In addition, writing is intrinsically harder than reading: pupils are likely to be able to read and understand more complex writing (in terms of its vocabulary and structure) than they can produce themselves. For pupils who do not have the phonic knowledge and skills they need for year 2, teachers should use the year 1 programmes of study for word reading and spelling so that pupils' word reading skills catch up. However, teachers should use the year 2 programme of study for comprehension so that these pupils hear and talk about new books, poems, other writing, and vocabulary with the rest of the class.

KS2:

By the beginning of year 3, pupils should be able to read books written at an age appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4. Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Teachers should therefore be consolidating pupils' writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology. Teaching them to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence. Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. Pupils should be beginning to understand how writing can be different from speech. Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say. Pupils' spelling of common words should be correct, including common exception words and other words that they have learnt (see English Appendix 1). Pupils should spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology. Most pupils will not need further direct teaching of word reading skills: they are able to decode unfamiliar words accurately, and need very few repeated experiences of this before the word is

stored in such a way that they can read it without overt sound-blending. They should demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary. As in key stage 1, however, pupils who are still struggling to decode need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly with their peers. If they cannot decode independently and fluently, they will find it increasingly difficult to understand what they read and to write down what they want to say. As far as possible, however, these pupils should follow the year 3 and 4 programme of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these. Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.

By the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly. They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read. Pupils should be able to write down their ideas quickly. Their grammar and punctuation should be broadly accurate. Pupils' spelling of most words taught so far should be accurate and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English.

During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension. As in years 3 and 4, pupils should be taught to enhance the effectiveness of their writing as well as their competence. It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so that they catch up rapidly with their peers in terms of their decoding and spelling. However, as far as possible, these pupils should follow the upper key stage 2 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these. By the end of year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject specific vocabulary. They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar. Teachers should prepare pupils for secondary education by ensuring that they can consciously control sentence structure in their writing and understand why sentences are constructed as they are. Pupils should understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language. English – key stages 1 and 2 32 Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 5 and 6, pupils' confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate.