



Black Combe Junior School

English Curriculum Document 2026- 2027

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Black Combe Junior School

Year 3 & 4 English Curriculum Journey

Our Intent

At Black Combe Junior School, we aim to develop pupils who are fluent readers, confident speakers and effective writers. Through high-quality texts, rich discussion, explicit teaching of vocabulary and carefully sequenced writing opportunities, pupils build the knowledge and skills needed to communicate successfully across the curriculum and beyond school.

The curriculum is built around our Seven Pillars of Reading and the Literacy Tree writing curriculum, enabling pupils to progressively develop reading, writing, vocabulary and spoken language skills.

Reading Progression

Year 3 Pupils learn to:	Year 4 Pupils learn to:
Read accurately and fluently.	Read fluently with expression and prosody.
Develop understanding of increasingly challenging texts.	Explain ideas using evidence from the text.
Retrieve information from fiction and non-fiction.	Infer characters' thoughts, feelings and motives.
Begin to infer meaning from clues in the text.	Compare texts and identify themes.
Discuss books and justify opinions.	Summarise information across paragraphs.
Build reading stamina.	Explain how texts are organised.
Develop confidence reading aloud.	Read a range of genres independently.

By the end of Year 4 pupils can:

- Read accurately and fluently.
- Explain and justify their understanding using evidence.
- Discuss a range of authors, genres and themes.
- Read confidently for pleasure and information.

Writing Progression

Year 3 Pupils learn to:	Year 4 Pupils learn to:
Construct simple, organised paragraphs.	Organise writing around themes.
Use basic organisational devices.	Use cohesive devices.
Develop ideas through oral rehearsal.	Maintain consistent tense.
Begin to use dialogue.	Develop character, setting and plot.
Apply Year 3 grammar expectations.	Edit and improve independently.
Write for a range of audiences and purposes.	Select vocabulary and sentence structures deliberately.

By the end of Year 4 pupils can:

- Write effectively for different purposes.
- Apply taught grammar independently.
- Organise ideas coherently.
- Edit and improve their own writing.
- Use increasingly ambitious vocabulary.
- Produce sustained independent writing.

Spoken Language Progression

Year 3 Pupils learn to:	Year 4 Pupils learn to:
Listen attentively.	Justify opinions.
Build on others' ideas.	Explain ideas clearly.
Retell stories orally.	Participate in structured discussions.
Rehearse sentences before writing.	Perform poems and scripts.
Discuss texts in pairs and groups.	Present information to an audience.

By the end of Year 4 pupils can:

- Speak clearly and confidently.
- Use spoken language to develop ideas.
- Participate effectively in discussion.
- Perform and present appropriately for an audience.

Vocabulary Progression

Year 3 Pupils learn to:	Year 4 Pupils learn to:
Explore word meanings.	Apply morphology to understand meaning.
Use dictionaries.	Use increasingly precise vocabulary.
Understand prefixes and suffixes.	Explain how words affect meaning.
Identify word families.	Investigate word origins.
Use subject-specific vocabulary.	Transfer ambitious vocabulary into writing.

By the end of Year 4 pupils can:

- Understand and use a wide range of vocabulary.
- Apply word knowledge to reading and writing.
- Discuss vocabulary choices confidently.
- Use subject-specific and Tier 2 vocabulary accurately.

Grammar Progression

Year 3 Pupils learn to:	Year 4 Pupils learn to:
Use a range of prefixes and suffixes.	Use expanded noun phrases effectively.
Understand and apply word families.	Use fronted adverbials accurately.
Express time, place and cause using conjunctions, adverbs and prepositions.	Organise writing into thematic paragraphs.
Use headings and sub-headings.	Use pronouns cohesively.
Organise writing into simple paragraphs.	Apply Standard English consistently.
Use the present perfect tense.	Use apostrophes for plural possession.
Begin to use direct speech accurately.	Build increasingly complex and cohesive sentence structures
Develop sentence structure through oral rehearsal and modelled writing	Use inverted commas and speech punctuation accurately.

By the end of Year 4 pupils can:

- Apply Year 3 and Year 4 grammar expectations independently.
- Select grammatical structures appropriate to purpose and audience.
- Construct increasingly cohesive and well-organised writing.
- Use punctuation and sentence structures accurately to support meaning.
- Edit and improve grammatical accuracy independently.

By the end of Lower Key Stage 2, pupils are confident readers, effective communicators and increasingly independent writers. They can discuss and understand a wide range of texts, use ambitious vocabulary, write for different audiences and purposes, and apply grammar, spelling and punctuation accurately in sustained pieces of writing.

Year 5 & 6 English Curriculum Journey

Our Intent

At Black Combe Junior School, we aim to develop pupils who are articulate communicators, fluent and critical readers, confident writers and thoughtful learners. Through our Literacy Tree curriculum, carefully chosen class texts, explicit vocabulary instruction and progressive teaching of reading, writing, grammar and spelling, pupils develop the knowledge and skills necessary to succeed in Upper Key Stage 2 and beyond.

The curriculum is built upon our Seven Pillars of Reading and provides pupils with opportunities to read widely, think critically, discuss ideas purposefully and write effectively for a wide range of audiences and purposes

Reading Progression

Year 5 Pupils learn to:	Year 6 Pupils learn to:
Read increasingly complex texts fluently and independently.	Analyse language, structure and authorial intent.
Identify themes across texts.	Evaluate viewpoints and themes.
Explain author choices using evidence.	Justify opinions using precise textual evidence.
Develop inference skills using increasingly subtle clues.	Compare texts across genres and historical periods.
Compare texts and viewpoints.	Understand bias and perspective.
Summarise key information accurately.	Synthesise information from multiple sources. Read critically and independently for a range of purposes.
Build reading stamina across longer novels and non-fiction texts.	Read critically and independently for a range of purposes.

By the end of Year 6 pupils can:

- Read fluently and confidently across a range of genres.
- Explain and analyse authorial choices.
- Infer sophisticated meanings from texts.
- Evaluate ideas and viewpoints critically.
- Discuss books, themes and authors using evidence.
- Read independently for pleasure, information and research.

Writing Progression

Year 5 Pupils learn to:	Year 6 Pupils learn to:
Write for increasingly varied audiences and purposes.	Manipulate writing style according to audience and purpose.
Develop viewpoint and justify opinions.	Construct sustained and well-developed narratives.
Structure extended pieces of writing.	Produce formal and informal compositions confidently.
Use dialogue effectively.	Develop cohesion across paragraphs.
Develop cohesive paragraphs.	Select vocabulary precisely for effect.
Write increasingly sophisticated narratives and non-fiction pieces.	Edit and redraft independently.
Use editing strategies to improve writing.	Write effectively across a range of curriculum subjects.

By the end of Year 6 pupils can:

- Write confidently for a range of audiences and purposes.
- Sustain writing over longer pieces.
- Select and adapt language appropriately.
- Organise ideas effectively and coherently.
- Edit and improve work independently.
- Demonstrate increasing sophistication in vocabulary and structure.

Spoken Language Progression

Year 5 Pupils learn to:	Year 6 Pupils learn to:
Participate confidently in discussions.	Debate and defend viewpoints.
Explain and justify opinions.	Adapt language for different audiences.
Build on the contributions of others.	Lead discussions collaboratively.
Present ideas clearly.	Present information formally.
Perform poetry and scripted texts.	Speak persuasively and convincingly.

By the end of Year 6 pupils can:

- Communicate effectively in formal and informal situations.
- Participate confidently in collaborative discussion.
- Present ideas clearly to an audience.
- Use spoken language to explain, persuade and debate.
- Perform texts with confidence and expression.

Vocabulary Progression

Year 5 Pupils learn to:	Year 6 Pupils learn to:
Explore increasingly sophisticated vocabulary within texts.	Analyse language choices critically.
Investigate word roots, prefixes and suffixes.	Understand nuances of meaning.
Understand how authors use vocabulary for effect.	Use ambitious vocabulary precisely.
Develop subject-specific vocabulary.	Apply morphology and etymology to unfamiliar words.
Use dictionaries and thesauruses effectively.	Transfer vocabulary knowledge into independent writing.

By the end of Year 6 pupils can:

- Understand and use a rich and varied vocabulary.
- Explain how vocabulary creates effect.

- Select vocabulary deliberately.
- Apply subject-specific and academic vocabulary accurately.
- Use morphological knowledge to support reading and writing.

Grammar Progression

Year 5 Pupils learn to:	Year 6 Pupils learn to:
Use modal verbs confidently.	Manipulate formal and informal register.
Develop relative clauses.	Use subjunctive forms
Use passive voice.	Apply passive and active voice deliberately.
Use expanded noun phrases.	Use relative clauses for effect.
Understand formal and informal language choices.	Create cohesion across extended writing.
Use parenthesis accurately.	Use a wider range of punctuation accurately.
Develop cohesion between paragraphs.	Control sentence structure for impact and audience.

By the end of Year 6 pupils can:

- Apply Upper Key Stage 2 grammar expectations independently.
- Select grammatical structures appropriate to purpose.
- Write cohesively across paragraphs and sections.
- Use punctuation accurately and effectively.
- Manipulate sentence structure for meaning and effect.

By the end of Upper Key Stage 2, pupils are fluent readers, thoughtful communicators and confident writers. They can analyse complex texts, discuss and debate ideas thoughtfully, write effectively for a wide range of audiences and purposes, and apply spelling, grammar and vocabulary knowledge independently. Through the Seven Pillars of Reading, Literacy Tree curriculum, EdShed spelling programme and RATE assessment framework, pupils are prepared successfully for secondary education and lifelong learning.

Assessment

Pupil progress is assessed through:

- RATE Writing Assessment
- PIRA Reading Assessments
- GAPS Grammar Assessments
- EdShed Spelling Assessments
- Teacher Assessment
- Independent Writing Moderation

Assessment information is used to identify next steps and provide targeted support and intervention.