



Language

At Alamiyah the study of Language is approached using a structured, step by step approach which focuses on building key skills in six main strands below.

1. Speaking and Listening which involves listening and responding to others, including in pairs, groups and public speaking, through expressing and articulating oneself through speeches, suggestions, comments and questions.
2. Reading and comprehension which involves reading a variety of types of text individually and to others and having the opportunities to share and discuss views from a wide range of books.
3. Vocabulary building and word study which involves developing the pupils vocabulary.
4. Writing which involves developing writing skills through writing for a range of purposes including creative writing, whilst taking into account their audience's preferences and views. It also covers spelling
5. Handwriting which involves continuing to practise writing legibly, fluently, beautifully and with increasing speed.
6. Grammar and Punctuation. which covers parts of speech and the tenses of the verb and the correct use of punctuation marks, to clarify meaning, for emphasis and to avoid ambiguity in writing.

Language Long Term Curriculum Plan

Speaking and Listening

Area	Topic	Recommended age/stage
Speaking and listening	<p>Listen and respond to others, including in pairs and groups, expressing and articulating meanings through suggestions, comments and questions.</p> <p>Using a variety of questions to gather information, develop understanding and increase knowledge through participation in:</p> <ul style="list-style-type: none">• pair, whole class and group discussions• prepared presentations and performances where ideas and thoughts are expressed and explored	9-11yrs Y5-6



	<ul style="list-style-type: none"> • plays and role play where different roles and scenarios are created and adapted in a range of dramatic activities to explore texts, ideas and issues • debates where opposing views are displayed and viewpoints must be convincingly put forward <p>Taking account of the audience and adapting responses to accommodate the audience and keep them interested</p> <p>Listening to and identifying main ideas, implicit meaning and viewpoints, and how these are presented.</p> <p>Giving well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p>	
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Reading and Comprehension

Area	Topic	Recommended age/stage
Reading and Comprehension	<p>To continue to read and have opportunities to share and discuss views from a wide range of books, including:</p> <ul style="list-style-type: none"> • fiction (including traditional stories, modern fiction as well as from other cultures and traditions) • non-fiction and reference books or textbooks • poetry • plays (including monologues) <p>Being able to say why they like a book through regular feedback to their peers or whole class, including making comparisons with different books.</p>	9-11yrs Y5-6



	<p>Checking that books makes sense to them, through discussing their understanding and exploring the meaning of the words in context.</p> <p>Identifying how language, structure and presentation contribute to meaning and making inferences about text</p> <p>To choose, learn and read aloud poems of their own choice to an audience using intonation, tone and volume effectively.</p> <p>To identify different poetic devices and appreciate how they enhance poems</p> <p>To take account of the tone and language choices of various articles (e.g. newspapers) and make a judgement based on these as to whether they are objective or subjective accounts of events</p> <p>To explore how authors have various devices available to them to give the reader a different perspective on the story</p> <p>To identify the features of a persuasive argument and discursive report.</p> <p>To identify the features of different genres and explore and identify how writers create tension and suspense within the writing, including identifying how a writer closes a story.</p> <p>To compare and contrast different information on the same theme and extract similarities and differences</p> <p>To identify how characterisation is achieved through character 'voice'.</p> <p>To identify features of a plot and how a plot develops</p>	
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Writing:

Area	Topic	Recommended age/stage
Writing	<p>To continue to develop writing skills through writing for a range of purposes, including the following (taking into account their audience's preferences and views):</p> <ul style="list-style-type: none"> • stories/narratives (with increasingly complex storylines and plots, expressing increasing use of tension and suspense) • articles/newspaper reports • poems (writing in different poetry styles that have been read and explored) • recounts which relate story events from the perspective of more than one character • imaginary diary entries describing future events • letters, both formal and informal, including persuasive letters (e.g.to encourage to a chain of burger manufacturers, persuading them not to clear an area of Amazonian rainforest) • discursive reports, e.g. about whether it should be compulsory to walk to school • posters/leaflets that presents information about a new building • scripts for school shows and to use character 'voice' in the writing of a script. • To write a story about a given situation, concentrating on the plot development. <p>To practise evaluating and editing own work by looking at how effectively they have conveyed their message through the choice of words, sentence structure and grammar used, including proofreading, producing final drafts from rough drafts</p>	9-11yrs Y5-6



	<p>To continue to develop skills in planning writing, taking into account their audience</p> <p>To write appropriately in response to a range of different prompts.</p>	
The Fourth Great Lesson: The Story of Writing	To explore in greater depth the history of writing.	9-11yrs Y5-6
Developing Handwriting	<p>To continue to practise writing legibly, fluently and with increasing speed.</p> <p>To continue practising writing in cursive and developing fluidity and increasing control.</p> <p>To continue to develop understanding of when to join letters and how, including selecting the right tools required.</p>	9-11yrs Y5-6

Spelling

Area	Topic	Recommended age/stage
Spelling	<p>To continue using and consolidating their knowledge of prefixes and suffixes, especially when spelling some words with 'silent' letters like, knight and solemn.</p> <p>To continue to revise and distinguish between homophones and other words which are often confused.</p> <p>To use knowledge of morphology and etymology in spelling and understanding that the spelling of some words needs to be learnt specifically.</p>	9-11yrs Y5-6



	<p>To continue use dictionaries to check the spelling and meaning of words.</p> <p>To use a thesaurus.</p>	
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Vocabulary, Grammar and Punctuation

Area/topic	Aims	Recommended age/stage
Vocabulary	<p>To practise identifying between vocabulary and grammatical structures that are used in both formal and informal language and to choose appropriate forms.</p> <p>Be exposed to a variety of different texts that help to enrich language, including books written in different styles and from different cultures.</p> <p>Recognising and distinguishing between vocabulary and structures that are used for formal as well as informal speech and (as well as writing) through studying:</p> <ul style="list-style-type: none"> • passive form • expanded noun phrases • modal verbs <p>Recognising vocabulary and structures that are appropriate for formal speech and writing.</p>	9-11yrs Y5-6
Word study	To continue to explore and apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology)	9-11yrs Y5-6
Grammar	To study in depth the use and effect of the passive form and start applying it appropriately.	9-11yrs Y5-6



	<p>To continue exploring sentence analysis (charts 2-6) in further depth in order to identify different sentence structures and select one that is relevant to current work:</p> <ul style="list-style-type: none"> • Adverbial modifiers (Chart 2) • Adjectival phrases (Chart 3) • Complements (Chart 4) • Nouns in Apposition (Chart 5) • Composite Chart (Chart 6) <p>To further develop knowledge and understanding of:</p> <ul style="list-style-type: none"> • compound sentences • complex sentences (adjectival clauses) 	
Punctuation	<p>To practise using commas and hyphens to clarify meaning or avoid ambiguity in writing.</p> <p>To use dashes or commas to indicate parenthesis.</p> <p>To use semi-colons, colons or dashes to mark boundaries between independent clauses.</p>	9-11yrs Y5-6