## 3 English Curriculum Intent, Implementation and Impact

## Strategic intent

To develop a curriculum which will teach pupils to speak, read and write fluently so that they can communicate their ideas and emotions effectively and confidently to others, enabling them to contribute to their own future well-being.

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.

#### Children deserve:

- To be set appropriate learning challenges
- To be taught well and be given the opportunity to learn in ways that maximise the chances of success.
- To have adults working with them to tackle the specific barriers to progress they face.

#### **Implementation**

## Content and Sequence

We believe that planning should support effective teaching and learning and will always:

- Identify clear learning objectives.
- Provide a clear structure for the lesson.
- Provide a breadth and balance of curriculum content and learning opportunities for children.
- Provide opportunities for assessment which will be used to inform future teaching.
- Enable the class teacher to deliver a well-paced lesson that drives learning forward.

Our long term planning overview identifies which text types and writing genres should be covered in each year group throughout the year. Our medium term planning sequences when each unit should be taught and which National Curriculum objectives should be covered within each unit. In addition to this, handwriting, spelling and word reading objectives are taught progressively across all of the units, and discreetly in handwriting, reading and phonics sessions. Coverage of these objectives will take place in every half term.

Teachers also ensure that cross curricular links are made where appropriate, and when drawing up short term plans look at the creative curriculum topics for each half term. This allows for meaningful and contextualised links to be made between English and the wider curriculum.

Teachers use APP sheets to track and monitor progress and to ensure full coverage of all the objectives by the end of each year.

## Teaching and Learning, Assessment and Feedback

Starting points are identified through accurate teacher assessment and/or prior learning.

The intended learning is always the focus of actions in the classroom. Activities and resources are carefully chosen and deliberately designed to focus effort towards practising the learning intentions

Target books are used to personalise individual steps for learning.

Feedback is given is response to timely and continuous formative assessment in every lesson.

Teachers use a range of formative assessment tools, including questions and observations to gauge children's level of understanding and knowledge. This is used to either offer support and scaffolds, or to give opportunities for greater challenge to deepen learning. Feedback is given in line with our feedback policy, including Green Pen Work to check, consolidate or challenge.

Starter and plenary activities allow children to become secure within their knowledge and skills. These are useful assessment opportunities: feedback is given to groups or the whole class as identified. Activities are used to revise previous content and address misconceptions as identified through observing children's work and responses.

#### **Impact Phonics:**

·	2017	2018	2019
Year 1	81%	94%	89%
Year 2 resits	67%	100%	O% (1 SEND child)

#### Impact Reading

<u></u>	Impact reading										
2017				2018				2019			
KS	51	KS	52	KS	51	KS	52	K51		KS	52
		_	ress .8			Prog	ress 1			Progress -1.7	
EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)
79	16	85	25	76	24	75	40	83	28	76	24

#### **Impact Writing**

Tubac.	mpact writing										
2017				2018				2019			
k	KS1 KS2		52	K51		KS	52	KS	51	KS2	
		_	ress .7			Prog -C	ress ).2			Progress -0.2	
EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)
79	16	95	15	71	19	80	20	78	11	81	24

No ceiling is placed on any learner: teaching groups are flexible and adapted according to emerging learning needs and the level of support that is needed to enable all children to access the right curriculum content for their learning. Children speak positively about the ability to drive their learning through self-assessment and the opportunities they have for extra practice time or additional challenge that the learning journey affords them. Nearly all children leave Hanging Heaton CE (VC) J&I School having achieved at least the expected standard and as confident readers and writers, ready to take on the next stage in their education. High numbers achieve a greater depth within the standard.

SEND children make at least expected progress and reach their attainment targets.

Disadvantaged children make progress that is in line with their peers.

Children leave Hanging Heaton VC (CE) J&I School as confident, capable readers and writers with a positive attitude towards English.

3.1 Phonics Progression Map (Following DFE Letters and Sounds)

	Reception Autumn Term	Reception Spring/Summer Term	Reception Summer Term	Year 1	Year 2
Generic skills	Develops children's knowledge of grapheme-phoneme correspondences (GPCs), their skills of blending and segmenting with letters and recognition of high frequency words containing GPCs not taught at that phase. Develops children's knowledge of 19 letters of the alphabet with one sound for each. Teaches and practises the skills of blending separate sounds together into whole words for reading and segmenting whole words into separate sounds for spelling.	Develops children's knowledge of GPCs, their skills of blending and segmenting with letters and recognition of high frequency words containing GPCs not taught at that phase. Develops children's knowledge of the 7 remaining letters of the alphabet and graphemes to cover most of the phonemes represented by more than one letter. Teaches and practises the skills of blending/ segmenting sounds represented by single letters and graphemes of more than one letter.	Develops children's knowledge of GPCs, their skills of blending and segmenting with letters and recognition of high frequency words containing GPCs not taught at that phase. There are no new GPCs to be learnt in this phase. Develops children's knowledge and skills of blending and segmenting words with adjacent consonants.	Develops children's knowledge of GPCs, their skills of blending and segmenting with letters and recognition of high frequency words containing GPCs not taught at that phase. Children learn more graphemes for the 40+ phonemes taught in Phases Two and Three and more ways of pronouncing graphemes introduced in Phases Two and Three. Teaches and practices the skills of blending and segmenting using all GPCs taught.	Develops children's knowledge of GPCs, their skills of blending and segmenting with letters and recognition of high frequency words containing GPCs not taught at that phase.  Increases fluency of the blending of words encountered for the first time in reading and accuracy of spelling choices
Grapheme Phoneme Corres (GPC)	s, a, t, p i, n, m, d g, o, c, k ck, e, u, r h, b, f, ff, I, II, ss	j, v, w, x, y, z, zz, qu  Consonant digraphs: ch, sh, th, ng, nk  Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er	Practise recognition and recall of Phase 2 & 3 graphemes and reading and spelling CVC words. Teach blending and segmentation of adjacent consonants. Teach and practise reading & spelling CVCC words. Reading common high-frequency words.	Practise recognition and recall of Phase 2, 3 & 5 graphemes (as learned). Learn new phonemes: /zh/ (treasure), ay (day), ou (out), ie (tie), ea (eat), oy (boy), ir (girl), ue (blue), aw (saw), wh (when), ph (photo), ew (new), oe (toe), au (Paul), Split digraphs: a-e (make), e-e (these), i-e (like), o-e (home), u-e (rule). Teach alternative pronunciations (p136): i, o, c, g, u, ow, ie, ea, er, a, y,	Investigate and learn how to add suffixes (-s, -es, -ing, - ed, -s, -er, -est, -y, -en, -ful, - ly, -ment, -ness). Teach spelling of long words. Introduce & teach the past tense. Learning & practising spelling. Syllables. Base words. Analogy. Mnemonics.
Key Words	Be able to read the five tricky words: the, to, I, no, go.	Keywords: no, go, I, the, to, he, she, my, was, we, me, be, too, they, all	said, so, he, she, we, me, be, have, like, some, come, was, you, were, there, little, one, they, are, all, do, when, out, what, my, her.	All 100 high-frequency words	The next 200 high frequency words.

3.2 English Progression Map

Skills	EYFS	Y1	Y2	<b>Y3</b>	Y4	Y5	<b>Y6</b>
Reading- Word	Has some favourite stories, rhymes, songs, poems or jingles.  Repeats words or phrases from familiar stories. Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a'. Recognises familiar words and signs such as own name and advertising logos. Looks at books independently. Handles books carefully. Knows information can be relayed in the form of print. Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together	Apply phonic knowledge and skills as the route to decode words  Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes  Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught  Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word  Read words containing taught GPCs and -s, -es, - ing, -ed, -er and -est endings  Read other words of more than one	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same graphemes as above read words containing common suffixes read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English  Appendix 1, both to read aloud and to understand the meaning of new words they meet  Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet  Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

	and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences. Knows that information can be retrieved from books and computers. Early Learning Goal Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.	syllable that contain taught GPCs  Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)  Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words  Re-read books to build up their fluency and confidence in word reading.	read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered				
Reading- Comp	COMMUNICATION AND LANGUAGE	develop pleasure in reading, motivation	Develop pleasure in reading, motivation to read, vocabulary	<u>Develop positive</u> attitudes to reading	<u>Develop positive</u> attitudes to reading	Maintain positive attitudes to reading	Maintain positive attitudes to reading

UNDERSTANDING	to read, vocabulary	and understanding	and understanding of	and understanding of	and understanding of	and understanding of
Understands use	and understanding	<u>by:</u>	what they read by:	what they read by:	what they read by:	what they read by:
of objects (e.g.	understand both the					
"What do we use	books they can	listening to,	Listening to and	Listening to and	Continuing to read and	Continuing to read and
to cut	already read	discussing and	discussing a wide	discussing a wide	discuss an increasingly	discuss an increasingly
things?')	accurately and	expressing views	range of fiction,	range of fiction,	wide range of fiction,	wide range of fiction,
Shows	fluently and those	about a wide range	poetry, plays, non-	poetry, plays, non-	poetry, plays, non-	poetry, plays, non-
understanding of	they listen to	of contemporary and	fiction and reference	fiction and reference	fiction and reference	fiction and reference
prepositions such as 'under', 'on top',	Participate in	classic poetry, stories and non-	books or textbooks	books or textbooks	books or textbooks	books or textbooks
'behind' by carrying	discussion about	fiction at a level	Reading books that	Reading books that	Reading books that	Reading books that
out an action or	what is read to	beyond that at	are structured in	are structured in	are structured in	are structured in
selecting correct	them, taking turns	which they can read	different ways and	different ways and	different ways and	different ways and
picture.	and listening to what	independently	reading for a range of	reading for a range of	reading for a range of	reading for a range of
Responds to simple	others say	, ,	purposes	purposes	purposes	purposes
instructions, e.g. to	Explain clearly their	discussing the				
get or put away an	understanding of	sequence of events	Using dictionaries to	Using dictionaries to	Increasing their	Increasing their
object.	what is read to	in books and how	check the meaning of	check the meaning of	familiarity with a wide	familiarity with a wide
Beginning to	them.	items of information	words that they have	words that they have	range of books,	range of books,
understand 'why'		are related	read	read	including myths,	including myths,
and 'how' questions.			Increasing their	Increasing their	legends and	legends and
Responds to		becoming	familiarity with a wide	familiarity with a wide	traditional stories,	traditional stories,
instructions		increasingly familiar	range of books,	range of books,	modern fiction, fiction	modern fiction, fiction
involving a two-		with and retelling a	including fairy stories,	including fairy stories,	from our literary	from our literary
part sequence.		wider range of	myths and legends,	myths and legends,	heritage, and books	heritage, and books
Understands		stories, fairy stories	and retelling some of	and retelling some of	from other cultures	from other cultures
humour, e.g.		and traditional tales	these orally	these orally	and traditions	and traditions
nonsense rhymes,						
jokes.		being introduced to	Identifying themes	Identifying themes	Recommending books	Recommending books
Able to follow a		non-fiction books	and conventions in a	and conventions in a	that they have read to	that they have read to
story without		that are structured	wide range of books	wide range of books	their peers, giving	their peers, giving
pictures or props. Listens and		in different ways			reasons for their	reasons for their
responds to ideas		1.2	Preparing poems and	Preparing poems and	choices	choices
expressed by		recognising simple	play scripts to read	play scripts to read	Talamai frainca and	T.d.s.u.k: £;s
others in		recurring literary	aloud and to perform,	aloud and to perform,	Identifying and	Identifying and
conversation or		language in stories	showing understanding	showing understanding	discussing themes and conventions in and	discussing themes and conventions in and
discussion.		and poetry	through intonation, tone, volume and	through intonation, tone, volume and		
Early Learning Goal			tone, volume and action	tone, volume and action	across a wide range of	across a wide range of
Lai iy Leai Hing Boal			action	action	writing	writing

Children follow	discussing and				
instructions	clarifying the	Discussing words and	Discussing words and	Making comparisons	Making comparisons
involving several	meanings of words,	phrases that capture	phrases that capture	within and across	within and across
ideas or actions.	linking new meanings	the reader's interest	the reader's interest	books	books
They answer 'how'	to known vocabulary	and imagination	and imagination		
and 'why' questions	discussing their	_	_	Learning a wider range	Learning a wider range
about their	favourite words and	Recognising some	Recognising some	of poetry by heart	of poetry by heart
experiences and in	phrases	different forms of	different forms of		
response to stories		poetry [for example,	poetry [for example,	Preparing poems and	Preparing poems and
or events.	continuing to build	free verse, narrative	free verse, narrative	plays to read aloud	plays to read aloud
<u>SPEAKING</u>	up a repertoire of	poetry]	poetry]	and to perform,	and to perform,
Uses language as a	poems learnt by			showing understanding	showing understanding
powerful means of	heart, appreciating	Understand what they	Understand what they	through intonation,	through intonation,
widening contacts,	these and reciting	read, in books they	read, in books they	tone and volume so	tone and volume so
sharing feelings,	some, with	can read	can read	that the meaning is	that the meaning is
experiences and	appropriate	independently, by:	independently, by:	clear to an audience	clear to an audience
thoughts.	intonation to make				
Holds a	the meaning clear	Checking that the	Checking that the	Understand what they	Understand what they
conversation,		text makes sense to	text makes sense to	read by:	read by:
jumping from topic	understand both the	them, discussing their	them, discussing their		
to topic.	books that they can	understanding and	understanding and	Checking that the	Checking that the
Learns new words	already read	explaining the meaning	explaining the meaning	book makes sense to	book makes sense to
very rapidly and is	accurately and	of words in context	of words in context	them, discussing their	them, discussing their
able to use them in	fluently and those			understanding and	understanding and
communicating.	that they listen to	Asking questions to	Asking questions to	exploring the meaning	exploring the meaning
Uses gestures,	<u>by:</u>	improve their	improve their	of words in context	of words in context
sometimes with		understanding of a	understanding of a		
limited talk, e.g.	drawing on what	text	text	Asking questions to	Asking questions to
reaches toward	they already know or			improve their	improve their
toy, saying 'I have	on background	Drawing inferences	Drawing inferences	understanding	understanding
it'.	information and	such as inferring	such as inferring		
Uses a variety of	vocabulary provided	characters' feelings,	characters' feelings,	Drawing inferences	Drawing inferences
questions (e.g.	by the teacher	thoughts and motives	thoughts and motives	such as inferring	such as inferring
what, where, who).		from their actions,	from their actions,	characters' feelings,	characters' feelings,
Uses simple	checking that the	and justifying	and justifying	thoughts and motives	thoughts and motives
sentences (e.g.'	text makes sense to	inferences with	inferences with	from their actions,	from their actions,
Mummy gonna	them as they read	evidence	evidence	and justifying	and justifying
work.')	and correcting			inferences with	inferences with
	inaccurate reading			evidence	evidence

Beginning to use		Predicting what might	Predicting what might		
word endings (e.g.	making inferences on	happen from details	happen from details	Predicting what might	Predicting what might
going, cats).	the basis of what is	stated and implied	stated and implied	happen from details	happen from details
Beginning to use	being said and done	Stated and implied	Stated and implied	stated and implied	stated and implied
more complex	answering and asking	Identifying main ideas	Identifying main ideas	Stated and implied	Stated and implied
sentences to link	questions	drawn from more than	drawn from more than	Summarising the main	Summarising the main
thoughts	questions	one paragraph and	one paragraph and	ideas drawn from	ideas drawn from
(e.g. using and,	predicting what	summarising these	summarising these	more than one	more than one
because).	might happen on the	identifying how	identifying how	paragraph, identifying	paragraph, identifying
Can retell a simple	basis of what has	language, structure,	language, structure,	key details that	key details that
past event in	been read so far	and presentation	and presentation	support the main ideas	support the main ideas
correct order (e.g.	been read 30 fai	contribute to meaning	contribute to meaning	Identifying how	Identifying how
went down, slide,	Participate in	contribute to meaning	contribute to meaning	language, structure	language, structure
hurt finger).	discussion about	Retrieve and record	Retrieve and record	and presentation	and presentation
Uses talk to	books, poems and	information from non-	information from non-	contribute to meaning	contribute to meaning
connect ideas,	other works that are	fiction	fiction	contribute to meaning	contribute to meaning
explain what is	read to them and	TICTION	TICTION	Discuss and evaluate	Discuss and evaluate
happening and	those that they can	Participate in	Participate in	how authors use	how authors use
anticipate what	read for themselves,	discussion about both	discussion about both	language, including	language, including
might happen next,	taking turns and	books that are read to	books that are read to	figurative language,	figurative language,
recall and relive	listening to what	them and those they	them and those they	considering the impact	considering the impact
past experiences.	others say	can read for	can read for	on the reader	on the reader
Questions why	omers say	themselves, taking	themselves, taking	on the reader	on the reader
things happen and	Explain and discuss	turns and listening to	turns and listening to	Distinguish between	Distinguish between
gives explanations.	their understanding	what others say.	what others say.	statements of fact	statements of fact
Asks e.g. who,	of books, poems and	what others say.	what others say.	and opinion	and opinion
what, when, how.	other material, both			una opinion	una opinion
Uses a range of	those that they			Retrieve, record and	Retrieve, record and
tenses (e.g. play,	listen to and those			present information	present information
playing, will play,	that they read for			from non-fiction	from non-fiction
played).	themselves.			Participate in	Participate in
Uses intonation,	memberres.			discussions about	discussions about
rhythm and				books that are read to	books that are read to
phrasing to make				them and those they	them and those they
the meaning clear				can read for	can read for
to others.				themselves, building	themselves, building
Uses vocabulary				on their own and	on their own and
focused on objects				others' ideas and	others' ideas and
and people that				<u> </u>	<u> </u>
F F	1	<u> </u>			

are of particular			challenging views	<u>challenging views</u>
importance to			<u>courteously</u>	<u>courteously</u>
them.				
Builds up			Explain and discuss	Explain and discuss
vocabulary that			their understanding of	their understanding of
reflects the			what they have read,	what they have read,
breadth of their			including through	including through
experiences.			formal presentations	formal presentations
Uses talk in			and debates,	and debates,
pretending that			maintaining a focus on	maintaining a focus on
objects stand for			the topic and using	the topic and using
something else in			notes where necessary	notes where necessary
play, e,g, 'This box				-
is my castle.'			Provide reasoned	Provide reasoned
Extends			justifications for	justifications for
vocabulary,			their views.	their views.
especially by				
grouping and				
naming, exploring				
the meaning and				
sounds of new				
words.				
Uses language to				
imagine and				
recreate roles and				
experiences in play				
situations.				
Links statements				
and sticks to a				
main theme or				
intention.				
Uses talk to				
organise, sequence				
and clarify				
thinking, ideas,				
feelings and				
events.				
Introduces a				
storyline or				

	narrative into their play.  Early Learning Goal Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the						
	future. They develop their own narratives and explanations by connecting ideas or events. Read and understand simple sentences.						
Writing - transcription	Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places. Gives meaning to	Name the letters of the alphabet: Add prefixes and suffixes: Apply simple spelling rules and guidance, as listed in English	spell by:  Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly	Use further prefixes and suffixes and understand how to add them (English Appendix 1)  Spell further homophones	Use further prefixes and suffixes and understand how to add them (English Appendix 1)  Spell further homophones	e further prefixes and suffixes and understand the guidance for adding them  ell some words with 'silent' letters [for example, knight,	e further prefixes and suffixes and understand the guidance for adding them ell some words with 'silent' letters [for example, knight,
	marks they make as they draw, write and paint. Begins to break the flow of speech into words.	Appendix 1 Write from memory simple sentences dictated by the teacher that include	Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words	Spell words that are often misspelt (English Appendix 1)  Place the possessive apostrophe accurately	Spell words that are often misspelt (English Appendix 1)  Place the possessive apostrophe accurately	psalm, solemn] ntinue to distinguish between homophones and other words which are often confused	psalm, solemn] Itinue to distinguish between homophones and other words which are often confused

Continues a	words using the	with each spelling,	in words with regular	in words with regular	e knowledge of	knowledge of
rhyming string.	GPCs and common	including a few	plurals [for example,	plurals [for example,	morphology and	morphology and
Hears and says the	exception words	common homophones	girls', boys'] and in	girls', boys'] and in	etymology in spelling	etymology in spelling
initial sound in	taught so far.	,	words with irregular	words with irregular	and understand that	and understand that
words.		Learning to spell	plurals [for example,	plurals [for example,	the spelling of some	the spelling of some
Can segment the		common exception	children's]	children's]	words needs to be	words needs to be
sounds in simple		words	_	_	learnt specifically, as	learnt specifically, as
words and blend			Use the first two or	Use the first two or	listed in English	listed in English
them together.		Learning to spell	three letters of a	three letters of a	Appendix 1	Appendix 1
Links sounds to		more words with	word to check its	word to check its		
letters, naming and		contracted forms	spelling in a dictionary	spelling in a dictionary	e dictionaries to check	e dictionaries to check
sounding the			, ,		the spelling and	the spelling and
letters of the		learning the	Write from memory	Write from memory	meaning of words	meaning of words
alphabet.		possessive	simple sentences,	simple sentences,		
Uses some clearly		apostrophe	dictated by the	dictated by the	e the first three or	e the first three or
identifiable letters		(singular) [for	teacher, that include	teacher, that include	four letters of a word	four letters of a word
to communicate		example, the girl's	words and punctuation	words and punctuation	to check spelling,	to check spelling,
meaning,		book]	taught so far.	taught so far.	meaning or both of	meaning or both of
representing some					these in a dictionary	these in a dictionary
sounds correctly		distinguishing				
and in sequence.		between homophones			Use a thesaurus	Use a thesaurus
Writes own name		and near-				
and other things		homophones				
such as labels,		add suffixes to spell				
captions.		longer words,				
Attempts to write		including -ment, -				
short sentences in		ness, -ful, -less, -ly				
meaningful						
contexts.		Apply spelling rules				
Early Learning Goal		and guidance, as				
Children use their		listed in <u>English</u>				
phonic knowledge		Appendix 1				
to write words in						
ways which match		Write from memory				
their spoken		simple sentences				
sounds. They also		dictated by the				
write some		teacher that include				
irregular common		words using the				
		GPCs, common				

	words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.  Uses phonic knowledge to write simple words.		exception words and punctuation taught so far.				
Writing- handwriting	Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters, e.g. letters from their name. Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines.	Sit correctly at a table, holding a pencil comfortably and correctly  Begin to form lower-case letters in the correct direction, starting and finishing in the right place  Form capital letters  Form digits 0-9  Understand which letters belong to which handwriting 'families' and to practise these.	Form lower-case letters of the correct size relative to one another  Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined  Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined  Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined  Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	ite legibly, fluently and with increasing speed by:  oosing which shape of a letter to use when given choices and deciding whether or not to join specific letters Choosing the writing implement that is best suited for a task	ite legibly, fluently and with increasing speed by:  osing which shape of a letter to use when given choices and deciding whether or not to join specific letters Choosing the writing implement that is best suited for a task

	Desire to farm		Han annaire - heathare				
	Begins to form		Use spacing between words that reflects				
	recognisable						
	letters.		the size of the				
	Uses a pencil and		letters.				
	holds it						
	effectively to						
	form						
	recognisable						
	letters, most of						
	which are						
	correctly						
	formed.						
	Early Learning						
	<u>Goal</u>						
	Children show						
	good control and						
	co-ordination in						
	large and small						
	movements.						
	They move						
	confidently in a						
	range of ways,						
	safely						
	negotiating						
	space. They						
	handle equipment						
	and tools						
	effectively,						
	including pencils						
	for writing.						
Writing-	Early Learning	Write sentences by:	<u>Develop positive</u>	n their writing by:	n their writing by:	Plan their writing by:	Plan their writing by:
composition	Goal		attitudes towards				
	Children express	saying out loud what	and stamina for	cussing writing similar	cussing writing similar	Identifying the	Identifying the
	themselves	they are going to	writing by:	to that which they are	to that which they are	audience for and	audience for and
	effectively,	write about		planning to write in	planning to write in	purpose of the	purpose of the
	showing		writing narratives	order to understand	order to understand	writing, selecting the	writing, selecting the
	awareness of	composing a	about personal	and learn from its	and learn from its	appropriate form and	appropriate form and
	listeners' needs.	sentence orally	experiences and			using other similar	using other similar
		before writing it	S. Apor Iorioos aria			acting officer continue	22.119 077107 31111101
		Defore withing in					

They use past,		those of others (real	structure, vocabulary	structure, vocabulary	writing as models for	writing as models for
present	sequencing	and fictional)	and grammar	and grammar	their own	their own
and future forms	sentences to form	·				
accurately when	short narratives	writing about real	cussing and recording	cussing and recording	Noting and developing	Noting and developing
talking about		events	ideas	ideas	initial ideas, drawing	initial ideas, drawing
events	re-reading what				on reading and	on reading and
that have	they have written to	writing poetry	aft and write by:	aft and write by:	research where	research where
happened or are	check that it makes	3, ,	,_		necessary	necessary
to happen in the	sense	writing for different	nposing and rehearsing	nposing and rehearsing	In writing narratives,	In writing narratives,
future.		purposes	sentences orally	sentences orally	considering how	considering how
They develop	discuss what they		(including dialogue),	(including dialogue),	authors have	authors have
their own	have written with	consider what they	progressively building	progressively building	developed characters	developed characters
narratives and	the teacher or other	are going to write	a varied and rich	a varied and rich	and settings in what	and settings in what
explanations by	pupils	before beginning by:	vocabulary and an	vocabulary and an	pupils have read,	pupils have read,
connecting ideas	Read aloud their		increasing range of	increasing range of	listened to or seen	listened to or seen
or events.		Planning or saying	sentence structures	sentence structures	performed	performed
	writing clearly enough to be heard	out loud what they	(English Appendix 2)	(English Appendix 2)		
		are going to write			Draft and write by:	Draft and write by:
	by their peers and the teacher.	about	ganising paragraphs	ganising paragraphs	·	
	The reacher.		around a theme	around a theme	Selecting appropriate	Selecting appropriate
		Writing down ideas			grammar and	grammar and
		and/or key words,	narratives, creating	narratives, creating	vocabulary,	vocabulary,
		including new	settings, characters	settings, characters	understanding how	understanding how
		vocabulary	and plot	and plot	such choices can	such choices can
					change and enhance	change and enhance
		Encapsulating what	non-narrative material,	non-narrative material,	meaning	meaning
		they want to say,	using simple	using simple		
		sentence by	organisational devices	organisational devices	In narratives,	In narratives,
		sentence	[for example, headings	[for example, headings	describing settings,	describing settings,
			and sub-headings]	and sub-headings]	characters and	characters and
		Make simple			atmosphere and	atmosphere and
		additions, revisions	<u>uluate and edit by:</u>	<u>uluate and edit by:</u>	integrating dialogue to	integrating dialogue to
		and corrections to	sessing the	sessing the	convey character and	convey character and
		their own writing by:	effectiveness of their	effectiveness of their	advance the action	advance the action
			own and others'	own and others'		
		Evaluating their			Précising longer	Précising longer
		writing with the			passages	passages
		teacher and other				
		pupils				

						speech and writing and choosing the appropriate register	speech and writing and choosing the appropriate register
						Proof-read for spelling and punctuation errors	Proof-read for spelling and punctuation errors
						Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Writing- Vocabulary, grammar and punctuation	Early Learning Goal Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas	Word Regular plural noun suffixes, suffixes - 'ed', 'ing', 'er', Prefix 'un' changes verbs and adjectives  Sentence Words combine to make sentences, joining words and clauses using 'and'  Text Sequencing sentences to form short narratives  Punctuation Spaces to separate words, introduce capital letters, full stops, question	Word Formation of nouns using suffixes such as 'ness', 'er' and by compounding, formation of adjectives using suffixes such as 'ful, 'less', use of suffixes 'er' and 'est' in adjectives and 'ly' to turn adjectives into adverbs  Sentence Subordination - when, if, that, because and coordination or, and, but. Expanded noun phrases for description and	WORD: Formation of nouns using a range of prefixes (for example super—, anti—, auto—).  Use of the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (a rock, an open box).  SENTENCE: Word families based on common words, showing how words are related in form and meaning (solve, solution, solver, dissolve, insoluble).  TEXT: Expressing time, place and cause	WORD: Formation of nouns using a range of prefixes (for example super—, anti—, auto—).  Use of the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (a rock, an open box).  SENTENCE: Word families based on common words, showing how words are related in form and meaning (solve, solution, solver, dissolve, insoluble).  TEXT: Expressing time, place and cause	WORD: Converting nouns or adjectives into verbs using suffixes (ate,ise,ify) Verb prefixes (dis, de)  SENTENCE: Relative clauses beginning with who, which, where, when, whose, that or an omitted pronoun Indicating degrees of possibility using adverbs (perhaps) or modal verbs (might)  TEXT: Devises to build cohesion within a paragraph (then, after) Linking ideas across	WORD: Converting nouns or adjectives into verbs using suffixes (ate,ise,ify) Verb prefixes (dis, de)  SENTENCE: Relative clauses beginning with who, which, where, when, whose, that or an omitted pronoun Indicating degrees of possibility using adverbs (perhaps) or modal verbs (might)  TEXT: Devises to build cohesion within a paragraph (then, after) Linking ideas across
	or events.	marks and explanation marks to	specification, Understand how	using conjunctions (when, before, after),	using conjunctions (when, before, after),	paragraphs using adverbials of time	paragraphs using adverbials of time

demark se	entences, grammatical	adverbs (then, next,	adverbs (then, next,	(later), place (nearby)	(later), place (nearby)
capital let	.   3	soon), or propositions	soon), or propositions	and number (secondly)	and number (secondly)
names and	·		(before, after,	or tense choices (he	or tense choices (he
	function as a	during).	during).	had seen her before)	had seen her before)
Terminolo	statement, ques	J.	Introduction to	,	,
Letter, ca	<del></del>	paragraphs as a way to		PUNCTUATION:	PUNCTUATION:
letter, wo		group related	group related	Brackets, dashes or	Brackets, dashes or
singular pl	-	material.	material.	commas to indicate	commas to indicate
sentence,		Headings and sub-	Headings and sub-	parenthesis	parenthesis
punctuation	·		headings to aid	Use of commas to	Use of commas to
	stion mark, consistence use	1 3	presentation.	clarity meaning or	clarity meaning or
explanatio		'	Use of the present	avoid ambiguity	avoid ambiguity
explanation	tense, progressi		·	avoid dilibigariy	TERMINOLOGY:
	form of verbs in	1 .	instead of the simple	TERMINOLOGY:	modal verb, relative
	present and pas	•		modal verb, relative	pronoun, relative
See The n	·	to play contrasted	to play contrasted	•	
				pronoun, relative	clause, parenthesis,
curriculun	' -	with He went out to	with He went out to	clause, parenthesis,	bracket, dash,
England -	_	play)	play)	bracket, dash,	cohesion, ambiguity
Appendix		SUBJECT LATTERN	SUBJECTIVE TO SE	cohesion, ambiguity	
	ry, grammar Punctuation	PUNCTUATION:	PUNCTUATION:		See The national
and puncti	•	Introduction to	Introduction to	See The national	curriculum in England -
further de	, , ,		inverted commas to	curriculum in England -	English Appendix 2:
	question marks o	'	punctuate direct	English Appendix 2:	Vocabulary, grammar
	exclamation mar	rks speech.	speech.	Vocabulary, grammar	and punctuation for
	to demark			and punctuation for	further detail
	sentences, comm		TERMINOLOGY:	further detail	
	to separate iten		adverb, preposition		
	a list, apostroph	•	conjunction, word		
	to make missing	• • •	family, prefix, clause,		
	letters and sing	ular subordinate clause,	subordinate clause,		
	possession in no	uns direct speech,	direct speech,		
		consonant, consonant	consonant, consonant		
	<u>Terminology</u>	letter vowel, vowel	letter vowel, vowel		
	noun, noun phras	se, letter, inverted	letter, inverted		
	statement, ques		commas (or speech		
	exclamation,	marks)	marks)		
	command, compo	•			
	adjective, verb,		See The national		
	suffix, adverb,	curriculum in England			
	12,,,22.0.0,			I	1

			tense (past and present), apostrophe, comma  See The national curriculum in England - English Appendix 2:  Vocabulary, grammar and punctuation for further detail	English Appendix 2: Vocabulary, grammar and punctuation for further detail	English Appendix 2: Vocabulary, grammar and punctuation for further detail		
Spelling	Phonics	Revision of work from YR	Revision of work from YR and Y1	Revision of work from Y1 and Y2	Revision of work from Y1 and Y2	Revision of work from previous years	Revision of work from previous years
		Sounds - f, l, s, z, k, ff, ll, ss, zz, ck, nk, tch, v (at the end of a word -n have), ai, oi, ay, oy, a_e, e_e, i_e, o_e, u_e, ar, ee, ea, er, ir, ur, oo, oa, ou, ow, ue, ew, ie, igh, or, ore, aw, au, air, ear, are, ph, wh, y (words ending in y happy)  Division of words into syllables, adding s and es to words for plurals  adding ing, ed and er	Sounds - dge, ge, g, s sound spelt c before e, i, and y, Kn and gn, wr, le, el, al, il, y at the end of words, al, all, o as in other, ey, the a after w and qu, or as in word, ar as in war, the s in television, tion  Adding es to nouns and verbs, ending in y, adding ed, ing, er and est to a root word ending in y with a consonant before it, adding ing, ed, er,	Sounds- the 'y' as in myth, 'ou' as in young, '-sure' as in measure, '-ture' as in creature, '-sion' as in division, endings which sound like '-tion', '-sion', '-ssion' and '-cian' (alternative spellings), words with the sound spelt 'ch' i.e scheme, words with the sound spelt 'ch' i.e. machine, words ending with the sound spelt a 'g' and 'k' sound i.e league or antique, words with the 'sc' sound i.e. science, words with	Sounds- the 'y' as in myth, 'ou' as in young, '-sure' as in measure, '-ture' as in creature, '-sion' as in division, endings which sound like '-tion', '-sion', '-ssion' and '-cian' (alternative spellings), words with the sound spelt 'ch' i.e scheme, words with the sound spelt 'ch' i.e. machine, words ending with the sound spelt a 'g' and 'k' sound i.e league or antique, words with the 'sc' sound i.e. science, words with	Sounds- words ending in '-cious' and '-tious' as in vicious and ambitious, words ending in '-cial', '-tial' as in official and essential, words ending in '-ant', '-ance' / '-ancy', '-ent', '-ence' / '-ency' and '-ation' (observant, tolerance, hesitancy, innocent, confidence, decency and expectation), words with the 'i' sound spelt ei after c as in deceive, words containing the letter	Sounds- words ending in '—cious' and '—tious' as in vicious and ambitious, words ending in '—cial', '—tial' as in official and essential, words ending in '—ant', '—ance' / '—ancy', '—ent', '—ence' / '—ency' and '—ation' (observant, tolerance, hesitancy, innocent, confidence, decency and expectation), words with the 'i' sound spelt ei after c as in deceive, words containing the letter
		to verbs where no root change is needed, adding er and est to adjective	est and y to words of one syllable ending in a single consonant letter	the sound spelt 'ei', 'eigh' or 'ey' i.e. vein, weigh, obey.	the sound spelt 'ei', 'eigh' or 'ey' i.e. vein, weigh, obey.	string 'ough' as in ought, though and plough (note the different ways to say	string 'ough' as in ought, though and plough (note the different ways to say
		where no change root change is	after a single vowel letter, suffixes	Adding suffixes beginning with vowel	Adding suffixes beginning with vowel	the sound), words with 'silent' letters i.e.	the sound), words with 'silent' letters i.e.

needed, adding the	ment, ness, ful, less	letters to words of	letters to words of	doubt, lamb and	doubt, lamb and
prefix un, compound	and ly, contraction,	more than one syllable	more than one syllable	knight.	knight.
words, common	possessive				
exception words	apostrophes for	Prefixes: un—, dis—,	Prefixes: un—, dis—,	Homophones and	Homophones and
	singular nouns,	mis—, in— (illegal,	mis—, in— (illegal,	other words that are	other words that are
See The national	Homophones and	immature, irregular),	immature, irregular),	often confused:	often confused:
curriculum in	near homophones,	Re—, sub—, inter—,	Re—, sub—, inter—,	advice/advise,	advice/advise,
England - English	common exception	super—, anti—, auto—	super—, anti—, auto—	device/devise,	device/devise,
Appendix 1: Spelling	words			practise/practise.	practise/practise.
for further detail		Suffixes: —ation, —ly,	Suffixes: —ation, —ly,		
	See The national	—ous	—ous	See The national	See The national
	curriculum in			curriculum in England -	curriculum in England -
	England - English	Possessive apostrophe	Possessive apostrophe	English Appendix 1:	English Appendix 1:
	Appendix 1: Spelling	with plural words	with plural words	Spelling for further	Spelling for further
	for further detail			detail	detail
		Homophones and near	Homophones and near		
		homophones	homophones		
		See The national	See The national		
		curriculum in England -	curriculum in England -		
		English Appendix 1:	English Appendix 1:		
		Spelling for further	Spelling for further		
		detail	detail		

# 3.3 Reading End Points By Year

Describing EVEC Panding Names					
Reception EYFS Reading Name:					
<u>40-60</u>					
Continues a rhyming string.					
Hears and says the initial sound in words.					
Can segment the sounds in simple words and blend them together and knows which letters represent some of them.					
Links sounds to letters, naming and sounding the letters of the alphabet.					
Begins to read words and simple sentences.					
Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.					
Enjoys an increasing range of books.					
Knows that information can be retrieved from books and computers.					
<u>ELG</u>					
Children read and understand simple sentences.					
They use phonic knowledge to decode regular words and read them aloud accurately.					
They also read some common irregular words.					
They demonstrate understanding when talking with others about what they have read					
<u>GDS</u>					
Children can read phonically regular words of more than one syllable as well as many irregular but high frequency words.					
They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.					
They can describe the main events in the simple stories they have read.					

Word Reading  Match all 40+ graphemes to their phonemes (Phase 3) KPI  Apply phonic knowledge and skills as the route to decode words KPI  Blend sounds in unfamiliar words KPI  Read common exception words, noting unusual correspondences between sound and spelling and where these occur in a word KPI  Divide words into syllables, for example, pocket, rabbit, carrot, thunder, sunset  Read compound words, for example, football, playground, farmyard, bedroom  Read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)  Read words containing 's, es, ing, ed, er , est' endings  Read words containing 's, es, ing, ed, er , est' endings  Read words which have the prefix –un added  Add the endings –ing, –ed and –er to verbs where no change is needed to the root word  Read words of more than one syllable that contain taught GPCs (grapheme, phoneme correspondence)  Read aloud books consistent with their developing phonics knowledge and that do not require them to use other strategies to work out words  KPI
<ul> <li>Match all 40+ graphemes to their phonemes (Phase 3) KPI</li> <li>Apply phonic knowledge and skills as the route to decode words KPI</li> <li>Blend sounds in unfamiliar words KPI</li> <li>Read common exception words, noting unusual correspondences between sound and spelling and where these occur in a word KPI</li> <li>Divide words into syllables, for example, pocket, rabbit, carrot, thunder, sunset</li> <li>Read compound words, for example, football, playground, farmyard, bedroom</li> <li>Read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)</li> <li>Read phonically decodable texts with confidence</li> <li>Read words containing 's, es, ing, ed, er, est' endings</li> <li>Read words which have the prefix —un added</li> <li>Add the endings –ing, —ed and —er to verbs where no change is needed to the root word</li> <li>Read words of more than one syllable that contain taught GPCs (grapheme, phoneme correspondence)</li> <li>Read aloud books consistent with their developing phonics knowledge and that do not require them to use other strategies to work out words</li> <li>KPI</li> </ul>
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<ul> <li>Read phonically decodable texts with confidence</li> <li>Read words containing 's, es, ing, ed, er, est' endings</li> <li>Read words which have the prefix –un added</li> <li>Add the endings –ing, –ed and –er to verbs where no change is needed to the root word</li> <li>Read words of more than one syllable that contain taught GPCs (grapheme, phoneme correspondence)</li> <li>Read aloud books consistent with their developing phonics knowledge and that do not require them to use other strategies to work out words KPI</li> </ul>
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<ul> <li>Read words which have the prefix –un added</li> <li>Add the endings –ing, –ed and –er to verbs where no change is needed to the root word</li> <li>Read words of more than one syllable that contain taught GPCs (grapheme, phoneme correspondence)</li> <li>Read aloud books consistent with their developing phonics knowledge and that do not require them to use other strategies to work out words         KPI     </li> </ul>
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• Read aloud books consistent with their developing phonics knowledge and that do not require them to use other strategies to work out words  KPI
KPI CONTRACTOR OF THE CONTRACT
Re-read books to build up fluency and confidence in word reading
Reading Comprehension
• Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that which they can read independently KPI
Say what they like or dislike about a text
Link what they read or hear read to their own experiences
Retell key stories orally using narrative language KPI
Recognise and join in with predictable phrases
Understand and talk about the main characteristics within a known key story
Learn some poems and rhymes by heart
Use prior knowledge, context and vocabulary provided to understand texts
discuss word meanings, linking new meanings to words already known
Check that the text makes sense to them as they read and correct miscues KPI
Begin to draw inferences from the text and/or the illustrations based on what is being said and done in the text
Make predictions based on the events in the text so far KPI
Explain what they understand about a text
Discuss the significance of the title and events KPI
Participate in discussion about what is read to them, taking turns and listening to what others say

Year 2 Reading Curriculum 2014 Name:					
Word Reading					
Decode automatically and fluently applying their phonics knowledge and skills					
<ul> <li>Read accurately by blending the sounds in words that contain the graphemes taught KPI</li> </ul>					
Recognise and read alternative sounds for graphemes					
<ul> <li>Read accurately words of two or more syllables that contain the GPCs taught so far KPI</li> </ul>					
Read words containing common suffixes					
Read further common exception words					
Read and notice unusual correspondence between grapheme and phoneme					
<ul> <li>Read most words quickly and accurately when they have been frequently encountered without overt sounding and blending KPI</li> </ul>					
<ul> <li>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without</li> </ul>					
undue hesitation KPI					
Read and re-read books to build fluency and confidence in word reading KPI					
Reading Comprehension					
Talk about and give an opinion on a range of texts KPI					
Discuss the sequence of events in books and how they are related to each other KPI					
Use prior knowledge and context and vocabulary explored to understand texts					
Retell orally some stories, including fairy stories and traditional tales KPI					
being introduced to non-fiction books that are structured in different ways KPI					
Read for meaning, checking that the text makes sense and correcting inaccurate reading KPI					
Discuss and clarify the meaning of words linking new meanings to known vocabulary					
Know and recognise simple recurring literary language in stories and poetry					
Talk about favourite words and phrases					
<ul> <li>Increase repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul>					
Answer and ask appropriate questions about a text KPI					
make predictions on the basis of what has been read so far KPI					
<ul> <li>participate in discussions about books, poems and other works that are read to them and those read by themselves KPI</li> </ul>					

Year 3	Reading Curriculum 2014 Name:		
Word F	Reading		T
•	Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar		
	words		
•	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word KPI		
•	Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words		
•	Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words		
Reading	g Comprehension_		
•	Experience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks and retell		
	some stories orally KPI		
•	Know that non-fiction books are structured in different ways and be able to use them effectively		
•	Begin to understand that narrative books are structured in different ways, for example, quest stories and stories with dilemmas		
•	Ask questions to improve understanding of a text		
•	Predict what might happen from details stated and implied KPI		
•	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions KPI		
•	Use dictionaries to check the meaning of unfamiliar words KPI		
•	Identify the main ideas in a text and begin to summarise drawing on more than one paragraph		
•	check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context KPI		
•	Identify how language, structure, and presentation contribute to the meaning of texts		
•	identify and record precise word choices and phrases used by writers to engage and impact on the reader		
•	Retrieve and record information from non-fiction KPI		
•	Discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions		
•	Explain and discuss understanding of books, poems and other material, both those read aloud and those read independently		
•	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action		
•	recognise some different forms of poetry e.g. free verse and narrative poetry		

Year 4 Reading Curriculum 2014 Name:	
Word Reading	
Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words KPI	
<ul> <li>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word KPI</li> </ul>	
Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words	
Reading Comprehension	
listen to and discuss a wide range of fiction, poetry, plays and non-fiction and reference books or textbooks KPI	
<ul> <li>Know which books to select for specific purposes, especially in relation to science, history and geography learning</li> </ul>	
<ul> <li>recognise different forms of poetry for example free verse, narrative poetry</li> </ul>	
Use dictionaries to check the meaning of unfamiliar words KPI	
Know and recognise some of the literary conventions in text types covered	
Begin to understand simple themes in books KPI	
<ul> <li>Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> </ul>	
Ask questions to improve understanding of a text	
<ul> <li>identify and summarise the main ideas drawn from more than one paragraph KPI</li> </ul>	
<ul> <li>Infer meanings and begin to justify them with evidence from the text KPI</li> </ul>	
Predict what might happen from details stated and deduced information KPI	
<ul> <li>Identify how the writer has used precise word choices for effect to impact on the reader</li> </ul>	
<ul> <li>Identify some text type organisational features, for example, narrative, explanation, persuasion</li> </ul>	
Retrieve and record information from non-fiction KPI	
Make connections with prior knowledge and experience	
Begin to build on others' ideas and opinions about a text in discussion	
Explain why text types are organised in a certain way	

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Year 5 Reading Curriculum 2014 Name:			
Word Reading		I	
Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. KPI			
Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.			
Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.			
Re-read and read ahead to check for meaning.			
Reading Comprehension			
Become familiar with and talk about a wide range of books, including myths, legends and traditional stories and books from other cultures			
and traditions and know their features. KPI			
<ul> <li>Read non-fiction texts and identify purpose and structures and grammatical features and evaluate how effective they are.</li> </ul>			
Identify and discuss significant ideas , events, characters and themes in a wide range of texts			
Learn poems by heart for example, narrative verse, haiku.			
<ul> <li>Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> </ul>			
Use meaning-seeking strategies to explore the meaning of words in context. KPI			
Use meaning – seeking strategies to explore the meaning of idiomatic and figurative language.			
<ul> <li>Identify and comment on writer's use of language for effect for example, precisely chosen adjectives, similes and personification.</li> </ul>			
• Identify grammatical features used by writer – rhetorical questions, varied sentence lengths, varied sentence starters, empty words – to impact			
on the reader.			
Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.			
Justify inferences with evidence from the text.			
Make predictions from what details stated and implied in the text.			
Summarise the main ideas drawn from more than one paragraph. KPI			
Identify the effect of the context on a text for example, historical or other cultures.			
<ul> <li>Identify how language, structure and presentation contribute to the meaning of a text.</li> </ul>			
Make connections between other similar texts, prior knowledge and experience.			
Compare different versions of texts and talk about their differences and similarities.			
Present an oral overview or summary of a text.			
Present the author's viewpoint of a text.			
• Participate in a discussion about a range of texts, present a personal point of view based on what has been read and recommending texts to their peers KPI	<u></u>		
Listen to others' personal point of view and challenge opinions about a text courteously with reasoned justifications. KPI			
Know the difference between fact and opinion.			
Use knowledge of structure of text type to find key information.			
Use text marking to identify key information in a text.			
Make notes from text marking.			
Retrieve, record and present information from non-fiction texts KPI			

Year 6 Reading Curriculum 2014 Name:		
Word Reading		
<ul> <li>Apply knowledge of root words to read aloud and to understand the meaning of unfamiliar words. KPI</li> </ul>		
<ul> <li>Apply knowledge of prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. KPI</li> </ul>		
<ul> <li>Use combined knowledge of phonemes and word derivations to pronounce words correctly. for example: arachnophobia, audience</li> </ul>		
<ul> <li>Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</li> </ul>		
Read fluently, using punctuation to inform meaning.		
Reading Comprehension Also: Work out the meanings of words from their context Use quotations		
• Read and become familiar with a wide range of books, including modern fiction, fiction from our literary heritage, and books from other culture	<u>s</u>	
and traditions. KPI		
Read books that are structured in different ways.		
Recognise texts that contain features from more than one text type.		
Consider and evaluate how effectively texts are structured and laid out.		
Read non-fiction texts to support other curriculum areas. KPI		
Read closely and ask questions about what they have read to ensure understanding.		
Recommend books that they have read to their peers, giving reasons for their choices.		
Identify and discuss themes in a range of writing and across longer texts.		
Identify and discuss the conventions of different text types.		
Draw inferences such as inferring characters' feelings, thoughts and motives from their actions		
Predict what might happen from details stated and implied		
Identify key points in an appropriate text		
Learn a range of poetry by heart for example, narrative verse, sonnet.		
Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.		
Identify and comment on writer's choice of vocabulary, giving examples and explanation.		
<ul> <li>Identify and explain how writers use grammatical features for effect. for example, the use of short sentences to build tension.</li> </ul>		
<ul> <li>Show awareness of the writers' craft by commenting on use of language, grammatical features and structure of texts.</li> </ul>		
Express a personal point of view about a text, giving reasons linked to evidence from texts. KPI		
Raise queries about texts.		
<ul> <li>Make connections between other similar texts, prior knowledge and experience and explain the links.</li> </ul>		
Compare different versions of texts and explain the differences and similarities.		
Listen to others' ideas and opinions about a text. KPI		
Build on others' ideas and opinions about a text in discussion. KPI		
Explain and comment on explicit and implicit points of view.		
Summarise key information from different parts of a text. KPI		
Recognise the writer's point of view and discuss it.		
Present a personal point of view based on what has been read.		
Present a counter-argument in response to others' points of view.		
Provide reasoned justifications for their views. KPI		
Refer to the text to support opinion.		
Distinguish between statements of fact and opinion.		
Find information using skimming to establish main idea.		
Use scanning to find specific information.		
Text mark to make research efficient and fast.		
Organise information or evidence appropriately.		

# 3.4 Writing and Spoken Language End Points By Year

3.4 Writing and Spoken Language and Foints by Fear			
Reception EYFS Writing Name:			
<u>80-50</u>			
Sometimes gives meaning to marks as they draw and paint.			
Ascribes meanings to marks that they see in different places.			
<u>40-60</u>			
Gives meaning to marks they make as they draw, write and paint.			
Begins to break the flow of speech into words.			
Continues a rhyming string.			
Hears and says the initial sound in words.			
Can segment the sounds in simple words and blend them together.			
Links sounds to letters, naming and sounding the letters of the alphabet.			
Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.			
Writes own name and other things such as labels, captions.			
Attempts to write short sentences in meaningful contexts			
<u>ELG</u>			
Children use their phonic knowledge to write words in ways which match their spoken sounds.			
They also write some irregular common words.			
They write simple sentences which can be read by themselves and others.			
Some words are spelt correctly and others are phonetically plausible.			
<u>GDS</u>			
Children can spell phonically regular words of more than one syllable as well as many irregular but high frequency words.			
They use key features of narrative in their own writing.			

Year 1 Writing and Spoken Language Curriculum 2014 Name:		
Writing Transcription		
To be faught but not assessed		
Sit correctly at a table, holding a pencil comfortably and correctly.		
Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these		
Use knowledge of alternative phonemes to narrow down possibilities for accurate spelling		
Name the letters of the alphabet in order KPI		
Use letter names to show alternative spellings of the same phoneme		
Spell words containing each of the 40+ phonemes already taught KPI		
Spell the days of the week		
<ul> <li>Write from memory simple sentences dictated by the teacher that include words using GPCs and common exception words taught so far KPI</li> </ul>		
Know how the prefix 'un' can be added to words to change meaning		
Transcription assessment criteria - 7		
Begin to form lower case letters in the correct direction and begin to start and finish in the right place so that handwriting is legible to the reader KPI		
Form capital letters and the digits 0-9		
Identify known phonemes in unfamiliar words		
Use syllables to divide words when spelling		
Use the spelling rule for adding s or es for verbs in 3 <sup>rd</sup> person singular		
Spell some common exception words		
Use the suffixes: s, es, ed, er and ing within their writing		
Writing composition - 6	 	
Compose a sentence orally before writing it		
Sequence sentences to form short narratives KPI		
Sequence sentences in chronological order to recount an event or an experience		
Re-read what they have written to check that it makes sense KPI		
Read aloud and discuss their writing clearly enough to be heard by their peers and teacher		
Leave spaces between words		
Vocabulary, Grammar and Punctuation - 5		
Use some capital letters for names of people, places, the days of the week, and the personal pronoun 'I'		
Use simple noun phrases		
understand how words can combine to make sentences		
Use 'and' to join sentences together		
Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark KPI		
V 1W 2 10 1 1 014 V		
Year 1 Writing and Spoken Language Curriculum 2014 Name:		
Spoken language		

Year 1 Writing and Spoken Language Curriculum 2014 Name:				
Spoken language				
Speak clearly and confidently in front of others				
Retell a well-known story, remembering the main characters				
Prepare to use 'new' words when communicating				
Hold attention well when collaborating with others				
Does not stray away from main topic when engaged in collaborative talk				
Prepare to ask relevant questions to extend understanding and knowledge				
Initiate conversation in collaborative situation				
Listen carefully to what others are saying in group talk				
Respond appropriately to what others say in group talk				
Happy to join in with role play				

Year 2 Writing and Spoken Language Curriculum 2014 Name:		
Writing Transcription		
Segment spoken words into phonemes and record these as graphemes KPI		
<ul> <li>Spell words with different alternative spellings, including a few common homophones KPI</li> </ul>		
spell common exception words correctly		
learn the possessive apostrophe e.g. the girl's book		
Spell longer words using suffixes such as ment, ness, ful, less, ly		
<ul> <li>Use knowledge of alternative phonemes to narrow down possibilities for accurate spelling</li> </ul>		
Identify known phonemes in unfamiliar words and use syllables to divide words		
Form lower case letters of the correct size relative to one another		
Begin to use some of the diagonal and horizontal strokes needed to join letters		
Understand which letters, when adjacent to one another, are best left unjoined		
<ul> <li>Write capital letters and digits of the correct size, with correct orientation and relationship to one another and to lower case letters KPI</li> </ul>		
Use spacing between words that reflects the size of the letters		
Writing composition		
<ul> <li>Write narratives about personal experiences and those of others (real and fictional)</li> </ul>		
<ul> <li>Write for different purposes, including real events, developing a stamina for writing KPI</li> </ul>		
write poetry		
<ul> <li>Plan and discuss the content of writing and write down ideas including new vocabulary</li> </ul>		
<ul> <li>Orally rehearse structured sentences or sequences of sentences, encapsulating what they want to say sentence by sentence KPI</li> </ul>		
Evaluate writing independently, with peers and with teacher		
<ul> <li>Proof-read to check for errors in spelling, grammar and punctuation KPI</li> </ul>		
Read aloud what they have written with appropriate intonation to make the meaning clear		
Vocabulary, Grammar and Punctuation		
<ul> <li>Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> </ul>		
<ul> <li>Use full stops, capital letters, exclamation and question marks accurately to demarcate sentences KPI</li> </ul>		
<ul> <li>Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) KPI</li> </ul>		
<ul> <li>Use present and past tenses correctly and consistently including the progressive form e.g. she was drumming KPI</li> </ul>		
Use commas to separate a list KPI		
<ul> <li>Use the suffixes -er, -est in adjectives and -ly to turn adjectives to adverbs in their writing KPI</li> </ul>		
<ul> <li>use expanded noun phrases for description and specification e.g. the blue butterfly</li> </ul>		
<ul> <li>understand and use the terminology in English Appendix 2 when discussing their writing (noun, nun phrase, statement, question, exclamation, command,</li> </ul>		
compound, adjective, verb, suffix, tense (past and present) apostrophe, comma)		

Spoken	Spoken language						
•	Ask questions to gain information and to clarify meaning						
•	Express themselves using complete sentences when required						
•	Make more specific vocabulary choices, for example – technical language						
•	Take turns when talking in pairs or in small groups						
•	Offer appropriate comments in paired or small group discussion						
•	Begin to be aware that formal and informal situations require a different role and language						
•	Retell a familiar story using narrative language and linking words and phrases						
•	Hold the attention of listeners by adapting the way they talk						
•	Begin to understand how to speak for different purposes and audiences						
•	Perform a simple poem from memory						

Year 3 Writing and Spoken Language Curriculum 2014 Name:		
Writing Transcription		
Spell words with additional prefixes and suffixes and understand how to add them to root words, e.g – form nouns using super, anti, auto		
Recognise and spell additional homophones, for example – he'll, heel, heal		
Use the first two or three letters of a word to check its spelling in a dictionary		
Spell correctly word families based on common words, for example – solve, solution, solver		
Spell identified commonly misspelt words from Year 3 and 4 word list		
Use the diagonal and horizontal strokes that are needed to join letters and increase the legibility, consistency and quality of handwriting		
Writing composition		
Look at and discuss models of writing of the text type, purpose and audience to be written, noting: structure; grammatical features and use of vocabulary		
discuss and record ideas and compose sentences orally including dialogue		
Compose sentences using a wider range of structures linked to the grammar objectives		
progressively build a varied and rich vocabulary in written work		
Write a narrative with a clear structure, setting, characters and plot, including dialogue KPI		
Write a non-narrative using simple organisational devices such as headings and sub-headings KPI		
Introduced to paragraphs as a way to group related material around a theme KPI		
Suggest improvement to writing through assessing writing with peers and self assessment		
Read aloud their own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear		
Proof-read to check for errors in spelling, grammar, vocabulary and punctuation KPI		
Vocabulary, Grammar and Punctuation		
correctly punctuate sentence with . ? and ! and commas in a list		
Begin to use a comma in complex sentences e.g Although it was raining, we still played outside.		
Use a range of sentences with more than one clause by using a wider range of conjunctions e.g. express time, place or cause usin g <i>when</i> , before, after, while, so, because, <i>if</i> . Use adverbs such as then, next, soon, therefore and prepositions e.g before, after, during, in , because of. <b>KPI</b>		
Use of the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (e.g a rock, an open box)		
Use the correct verb tenses e.g. 'he has gone out to play' contrasted with 'he went out to play'. KPI		
Introduced to inverted commas to punctuate direct speech KPI		
Use and understand the grammatical terminology from English appendix 2		
Spoken language		
Sequence and communicate ideas in an organised and logical way in complete sentences as required		
Vary the amount of detail and choice of vocabulary dependent on the purpose and audience		
Participate fully in paired and group discussions		
Show understanding of the main points in a discussion		
Start to show awareness of how and when Standard English is used		
Retell a story using narrative language and added relevant detail	 	
Show they have listened carefully through making relevant comments		
Formally present ideas or information to an audience		
Recognise that meaning can be expressed in different ways dependent on the context	 	
perform poems from memory adapting expression and tone as appropriate		

Year 4 Writing and Spoken Language Curriculum 2014 Name:	
Year 4 Writing and Spoken Language Curriculum 2014 Name: Writing Transcription	
• Spell words with additional prefixes and suffixes and understand how to add them to root words. for example – ation, ous, ion, ian	
(See English Appendix 1 Year 3/4)	
<ul> <li>Recognise and spell additional homophones, for example – accept and except, whose and who's</li> </ul>	
<ul> <li>Use the first two or three letters of a word to check its spelling in a dictionary</li> </ul>	
<ul> <li>Spell correctly word families based on common words, for example – solve, solution, solver</li> </ul>	
Spell identified commonly misspelt words from Year 3 and 4 word list	
• Increase the legibility, consistency and quality of their handwriting: down strokes of letters are parallel and equidistant; lines of	
writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. Use the diagonal and horizontal	
strokes that are needed to join letters	
Writing composition	
• Look at and discuss models of writing of the text type, purpose and audience to be written, noting: structure; grammatical features	
and use of vocabulary	
Compose sentences using a wider range of structures, linked to the grammar objectives	
Write in paragraphs and begin to open each paragraph with topic sentences KPI	
<ul> <li>Use headings and subheadings in non-fiction writing to aid presentation including bullet points.</li> </ul>	
Write a narrative with a clear structure, setting, characters and plot KPI	
Use a range of sentences with more than one clause	
<ul> <li>Use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition KPI</li> </ul>	
<ul> <li>Suggest improvement to writing through assessing writing with peers and self assessment</li> </ul>	
<ul> <li>Proof-read to check for errors in spelling, grammar, vocabulary and punctuation errors KPI</li> </ul>	
progressively build a varied and rich vocabulary in written work	
Vocabulary, Grammar and Punctuation	
Punctuate all sentences correctly with .!?	
<ul> <li>Use commas in complex sentences and after fronted adverbials e.g. Although it was raining, we still played outside</li> </ul>	
<ul> <li>Place the possessive apostrophe accurately to mark singular and plural possession e.g. 'the girl's book' and 'the girls' book'</li> </ul>	
• Use of the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (e.g a rock, an open box) use the	
Standard English forms for verb inflections instead of local spoken forms e.g. 'we were' instead of 'we was' KPI	
• Use a range of sentences with more than one clause by using a wider range of subordinating and co-ordinating conjunctions	
• e.g. express time, place or cause usin g <i>when</i> , before, after, while, so, because, <i>if</i> .	
Use fronted adverbials e.g. later that day with a comma after the first clause KPI	
• Use expanded noun phrases with modifying adjectives and prepositional phrases, for example, 'The strict teacher with curly hair'	
Use inverted commas and other punctuation in direct speech, including a comma after the reporting clause; KPI	
Know and use the terminology determiner pronoun, possessive pronoun, adverbial (English Appendix 2 Year 4)	
• Use adverbs such as then, next, soon, therefore and prepositions e.g before, after, during, in , because of.	
Spoken language	
Ask questions to clarify or develop understanding	
Sequence, develop and communicate ideas in an organised, logical way in complete sentences as required	
Show understanding of the main points and significant details in a discussion	
• Increasingly adapt what is said to meet the needs of the audience/listener	

•	Vary the use and choice of vocabulary dependent on the audience and purpose		
•	Show understanding of how and why language choices vary in different contexts		
•	Present writing to an audience, using appropriate intonation and controlling the tone and volume so that the meaning is clear		
•	Justify answers with evidence		
•	Understand when the context requires the use of Standard English		
•	Perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone		

Year 5 Writing and Spoken Language Curriculum 2014 Name:		
Writing Transcription		
Understand the general rules for adding prefixes and suffixes above.		
Spell some words with 'silent' letters, e.g. knight, psalm, solemn.		
Distinguish between homophones and other words which are often confused		
Spell identified commonly misspelt words from Year 5 and 6 word list.		
Use knowledge of morphology and etymology to spell new words		
Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.		
Use a thesaurus.		
Maintain legibility in joined handwriting		
Choose the writing implement that is best suited for a task (e.g. quick notes, letters).		
Writing composition		
Know the audience for and purpose of the writing.     KPI		
Use the features and structures of text types taught so far, including appropriate register. KPI		
Structure sentences in different ways, varying the position of clauses.		
Develop characters through action and dialogue.		
Choose vocabulary to engage and impact on the reader.		
Use stylistic devices to create effects in writing, for example, simile, metaphor, personification.		
Add well-chosen detail to interest the reader		
Describe characters, settings and the atmosphere in their story writing KPI		
Organise writing into paragraphs to show different information or events.		
Use presentational devices to structure a text e.g. headings, statements, underlining, bullet points. KPI		
Use cohesive devices (connecting adverbs and adverbials) to link ideas within paragraphs. KPI		
Assess the effectiveness of their own and others' writing.		
Ensure the consistent and correct use of tense throughout a piece of writing. KPI		
Ensure correct subject and verb agreement when using singular and plural and use verb forms correctly.		
Distinguish between the language of speech and writing including the use of formal and informal language.		
Proof-read for spelling and punctuation errors, vocabulary and grammar. KPI		
Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.		
Vocabulary, Grammar and Punctuation		
Punctuate all sentnences correctly with . ?! and commas where appropriate		
• Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.		
Indicate degrees of possibility useing adverbs (perhaps, surely) or modal verbs (might, should, will, must) KPI		
use expanded noun phrases to convey complicated information concisely		
Use commas to clarify meaning or avoid ambiguity in writing. KPI		
Begin to use brackets, dashes or commas to indicate parenthesis.		
Begin to use a semi- colon, colon and dash to mark boundary between independent clauses (E.g. It's raining; I'm fed up) and use hyphens.		
Use and understand the grammatical terminology in English Appendix 2 when discussing their writing (modal verbs, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity).		

Spoken language					
•	Engage the interest of the listener by varying their expression and vocabulary.				
•	Adapt spoken language to the audience, purpose and context.				
•	Explain the effect of using different language for different purposes.				
•	Develop ideas and opinions with relevant detail.				
•	Express ideas and opinions, justifying a point of view.				
•	Show understanding of the main points, significant details and implied meanings in a discussion				
•	Listen carefully in discussions, make contributions and ask questions that are responsive to others' ideas and views.				
•	Begin to use Standard English in formal situations.				
•	Begin to use hypothetical language to consider more than one possible outcome or solution.				
•	Perform own compositions, using appropriate intonation and volume so that meaning is clear.				
•	Perform poems or plays from memory, making careful choices about how they convey ideas about characters and situations by adapting expression and tone.				
•	Understand and begin to select the appropriate register according to the context.				

Y (WH) 10 1 Y C 1 1 MM Y						
Year 6 Writing and Spoken Language Curriculum 2014 Name:						
Writing Transcription						
Convert verbs into nouns by adding suffixes. for example, tion, ure.						
Distinguish between homophones and other words which are often confused.						
Spell identified commonly misspelt words from Year 5 and 6 word list.						
spell some words with silent letters for example 'psalm', 'knight', 'solemn'						
Understand that the spelling of some words needs to be learnt specifically.						
Use dictionaries to check the spelling and meaning of words KPI						
Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary						
Use a thesaurus.						
Use a range of spelling strategies including knowledge of word morphology and etymology						
Choose which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific						
letters.						
Choose the writing implement that is best suited for a task (e.g. quick notes, letters).						
<ul> <li>Writing composition</li> <li>Identify the audience for and purpose of the writing. KPI</li> </ul>						
Choose the appropriate form and register for the audience and purpose of the writing.						
Use other similar writing as models for their own compositions KPI						
Note and develop initial ideas when planning their writing, drawing on reading and research where necessary						
• In writing narratives, consider how authors have developed characters and settings from books they have read or had read to them to						
<ul> <li>inspire their own characters and settings</li> <li>describe settings, characters and atmosphere in their story writing KPI</li> </ul>						
Use grammatical structures/features and choose vocabulary appropriate to the audience, purpose and degree of formality to make						
meaning clear and create effect.						
Sustain and develop main ideas logically in narrative and non-narrative writing.						
Use character, dialogue and action to advance events in narrative writing.						
Summarise text, conveying key information.						
Write paragraphs with a topic sentence which clearly signal a change in, for example, subject, time, place, event.						
Use a wide range of devices to build cohesion within and across paragraphs						
Use further organisational and presentational devices to structure text and to guide the reader, for example, headings, bullet						
points, underlining KPI						
Assess the effectiveness of their own and others' writing.						
Suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.						
Ensure the consistent and correct use of tense throughout a piece of writing. KPI						
Ensure the consistent and correct use of tense throughout a piece of writing. Kr i      Ensure correct subject and verb agreement when using singular and plural.						
Distinguish between the language of speech and writing.						
Distinguish between the fanguage of speech and writing.     Distinguish between the correct subject and verb agreement when using singular and plural.						
<ul> <li>Distinguish between the correct subject and vero agreement when using singular and plural.</li> <li>Distinguish between the language of speech and writing and choose the appropriate register. KPI</li> </ul>						
Distinguish between the language of speech and writing and choose the appropriate register. KPI     Proof-read for spelling and punctuation errors KPI						
Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.						
Vocabulary, Grammar and Punctuation						
Punctuate all sentences correctly with . ?! and commas where appropriate in a sentence      Use a range of contence storters to greate graphical effects for example, advertible, conjugations in a cd.						
Use a range of sentence starters to create specific effects, for example, adverbials, conjunctions, ing, ed.      Use developed noun phrases to add detail to sentences.						
ese developed noun pintases to add detain to sentences.						
• Use the passive voice to present information with a different emphasis. (E.g. 'I broke the window in the greenhouse' versus 'The						
<ul> <li>window in the greenhouse was broken (by me)'. KPI</li> <li>Use commas to mark phrases and clauses.</li> </ul>						
Understand how words are related by synonyms and antonyms (e.g big, large, little)  Leading the desired and the state of the state						
Use commas to clarify meaning or avoid ambiguity in writing.						

•	Use brackets, dashes or commas to indicate parenthesis.		
•	Use a semi- colon, colon and dash to mark boundary between independent clauses (E.g. It's raining; I'm fed up.)		
•	Use a colon to introduce a list KPI		
•	Punctuation of statements to list information		
•	Understand how hyphens can be used to avpid ambiguity (e.g 'man-eating shark', 'recover' versus 're-cover')		
•	Use and understand the grammatical terminology in English Appendix 2 when discussing their writing (subject, object, active, passive,		
	synonym, antonym, ellipsis, hyphen, colon, semi-colon, statements).		
Spoken l	anguage		
•	Talk confidently and fluently in a range of situations, using formal and Standard English as appropriate.		
•	Ask questions to develop ideas and make contributions that take account of others' views.		
•	Explain ideas and opinions giving reasons and evidence.		
•	Take an active part in discussions, taking different roles.		
•	Listen to and consider the views and opinions of others in discussions.		
•	Make contributions to discussions, evaluating others' ideas and responding to them.		
•	Sustain and argue a point of view in a debate, using formal language of persuasion.		
•	Express possibilities using hypothetical and speculative language in science and when discussing reading.		
•	Engage listeners through choice of vocabulary and register according to the context.		
•	Perform own compositions, using appropriate intonation and volume and expression so that literal and implied meaning is made clear.		
•	Perform poems or plays from memory, making deliberate choices about how they convey ideas about characters, contexts and		
	atmosphere.		

### 3.5 Long term planning - KS1 Long Term Planning English

	Autumn		Spring			Summer		
Reception	Year 1	Year 2	Reception	Year 1	Year 2	Reception	Year 1	Year 2
Phonics – Phases 2 & 3	Narrative Stories with familiar settings. 3 weeks	Narrative Stories with familiar settings. 3 weeks	Phonics – Phases 2 & 3	Narrative Fantasy world stories. 3 weeks	Narrative Stories by the same author. 3 weeks	Phonics – Phases 2 & 3	Narrative Traditional Stories and Fairy Tales. 2 weeks	Narrative Stories from other cultures. 3 weeks
Reading	Non-fiction Labels, lists, captions, menus, invitations, postcards, wanted posters. 2 weeks	Non-fiction Dictionary & Thesaurus work. 1 week	Reading	Non fiction Information Texts. 2 weeks	Non-fiction Reports 2 weeks	Reading	Non fiction Explanations. 2 weeks	Non-fiction Letters and postcards. 2 weeks
Writing	Poetry Poems for learning by heart. 1 week	Poetry Poems on a theme. 1 week	Writing	Poetry Poems on a theme. 1 week	Poetry Poems with a specific structure. 1 week	Writing	Poetry Rhymes and riddles. 1 week	Poetry Riddles and tongue twisters. 1 week.
Communication and Language	Narrative Stories with predictable patterned language or structures. 3 weeks	Narrative Traditional tales with a twist. 3 weeks	Communication and Language	Narrative Stories by the same author. 2 weeks	Narrative Adventure stories 2 weeks	Communication and Language	Narrative Traditional Tales 3 weeks	Narrative Fantasy world stories. 3 weeks
	Non-fiction Recounts of familiar events. 2 weeks	Non-fiction Recounts. 2 weeks		Non fiction Instructions 2 weeks	Non-fiction Persuasive adverts or posters. 2 weeks		Non fiction Reports 2 weeks	Non-fiction Explanations. 2 weeks
	Poetry Poems on a theme. <b>1 week</b>	Poetry Classic poetry. 2 weeks		Poetry Traditional Rhymes 1 week	Non-fiction Non chronological reports. 2 weeks		Poetry 1 week	Poetry 1 week.
	Narrative Stories from other cultures. 2 weeks	Non-fiction Instructions. 2 weeks		Poetry Poems for learning by heart. 1 week				

#### **KS2 Long Term Planning English**

	Autumn		Spring			Summer		
Class 3	Class 4	Class 5	Class 3	Class 4	Class 5	Class 3	Class 4	Class 5
<u>Narrative</u>	<u>Narrative</u>	<u>Narrative</u>	<u>Narrative</u>	<u>Narrative</u>	<u>Narrative</u>	<u>Narrative</u>	<u>Narrative</u>	<u>Narrative</u>
Fairy tales and	Descriptions:	Descriptions:	Stories from	Stories from	Stories from	Setting	Fantasy Stories	Traditional Tales
folk tales.	characters,	characters,	different	different	other cultures.	descriptions.	3 weeks	and Legends.
3 weeks	settings and	settings and	cultures.	cultures.	3 weeks	3 weeks		2 weeks
	atmosphere.	atmosphere.	3 weeks	3 weeks				
	3 weeks.	3 weeks.						
Non-fiction	Non-fiction	Non-fiction	Non-fiction	Non-fiction	Non-fiction	Non-fiction	Non-fiction	Non-fiction
Diaries and	Dictionary and	Biographies &	Persuasive	Persuasive	Persuasive	Discussion texts	Discussion	Discussion texts
letters.	Thesaurus work.	Autobiographies.	2 weeks	texts.	Texts.	(arguments and	Texts.	and debates.
2 weeks	1 week	2 weeks		2 weeks	2 weeks	debates).	2 weeks	2 weeks
	Biographies y5					2 weeks		
	1 week							
<u>Poetry</u>	<u>Poetry</u>	<u>Poetry</u>	Non-fiction	Non-fiction.	Non-fiction	Poetry	<u>Poetry</u>	<u>Poetry</u>
Poems with a	Poems to	Poems with	Newspaper	Newspaper	Newspaper	Poems from	Classic Poetry.	Poems with
structure +	perform.+ vocab	imagery.+ vocab	reports	Reports	Reports.	different	1 week	figurative
vocab.	1 week	1 week	2 weeks	2 weeks.	2 weeks	cultures.		language.
1 week						1 week		1 week
<u>Narrative</u>	<u>Narrative</u>	<u>Narrative</u>	<u>Poetry</u>	<u>Poetry</u>	<u>Poetry</u>	<u>Narrative</u>	<u>Narrative</u>	<u>Narrative</u>
Playscripts.	Playscripts.	Playscripts.	Descriptive	Descriptive	Descriptive	Stories which	Older Literature	Classic Fiction.
2 weeks	2 weeks	2 weeks	vocabulary.	vocabulary.	Vocabulary.	raise issues and	3 weeks	3 weeks
			1 week	1 week	1 week	dilemmas.		
						3 weeks		
Non-fiction	Non-fiction	Non-fiction	<u>Narrative</u>	Narrative	Narrative	Non-fiction	Non-fiction	Non-fiction
Instructions.	Biographies	Diaries and	Mystery stories.	Stories with	Historical	Non-	Newspaper	Formal Reports
2 weeks	2 weeks	letters.	2 weeks	morals e.g.	stories.	chronological	Reports.	Radio/TV
		2 weeks		Fables.	2 weeks	reports.	2 weeks	broadcasts
_	_	_	_	2 weeks	_	2 weeks		2 weeks
<u>Poetry</u>	<u>Poetry</u>	<u>Poetry</u>	Poetry	Poetry	Poetry	<u>Poetry</u>	<u>Poetry</u>	<u>Narrative</u>
Structures—	Narrative	Classic Narrative	Structures	Structures	1 week	Classic poetry	Classic Poems.	Science Fiction.
limericks/	poetry.	Poetry.	Tanka, Kennings	Haiku and		for	1 week	2 weeks
Poems to	2 weeks	2 weeks	and Cinquains.	limericks.		performance.		
perform. <b>1 wk</b>			1 weeks	1 week		1 week.		

<u>Narrative</u>	<u>Narrative</u>	<u>Narrative</u>	Non-fiction	Non-fiction	Non-fiction		
Myths and	Myths and	Legends.	Explanations.	Explanations.	Explanation		
Legends.	legends	2 weeks	2 weeks	2 weeks	Texts.		
2 weeks	2 weeks.				2 weeks		

3.6 English Teaching Sequences by Class 1

Handwriting, Spelling and Word Reading objectives will be taught progressively across all of the units, and discreetly in handwriting, reading and phonics sessions. Coverage of these objectives will take place in every half term. Although each unit contains information about the key objectives to be covered, teachers will also need to use this alongside the APP sheets in order to ensure full coverage and to track and monitor progress.

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Topic	EYFS Curriculum Objectives	Year 1 Curriculum Objectives
Narrative	Extend spoken vocabulary.	Being encouraged to link what they read or hear read to their
Stories with	Manipulates objects with good fine motor	own experiences.
familiar	skills.	Becoming very familiar with key stories, fairy stories and
settings.	Develop pencil grip and Letter formation.	traditional tales, retelling them and considering their particular
3 weeks	Ascribe meaning to marks.	characteristics.
		Saying out loud what they are going to write about.
		Composing a sentence orally before writing it.
		Leaving spaces between words.
		Using a capital letter for names of people, places, the days of
		the week, and the personal pronoun 'I'.
		Beginning to punctuate sentences using a capital letter and a
		full stop, question mark or exclamation mark.
Non-fiction	Segment & blend CVC words and captions	Discussing word meanings, linking new meanings to those
Labels, lists,	Manipulates objects with good fine motor	already known.
captions,.	skills.	Saying out loud what they are going to write about.
2 weeks	Use one-handed tools with increased control.	Leaving spaces between words.
	Develop letter formation	
<u>Poetry</u>	Continues a rhyming string	Listening to and discussing a wide range of poems, stories and
Poems for	Spell VC and CVC words using magnetic	non-fiction at a level beyond that at which they can read
learning by	letters and by writing phonemes introduced	independently.
heart.	Mark-making, including some initial	
1 week	sounds/letters in words moving onto some	
	final/medial sounds	
	. Dough Gym, Funky Fingers activities	
	alongside handwriting practise	
<u>Narrative</u>	Read VC/ CVC words using known	Recognising and joining in with predictable phrases.
Stories with	phonemes.	Drawing on what they already know or on background
predictable	Shared reading	information and vocabulary provided by the teacher.
patterned	Develop speaking and listening skills,	Composing a sentence orally before writing it.
language or	understanding of books conventions, using	Sequencing sentences to form short narratives.
structures.	storybook language through role-play, small	Leaving spaces between words.
3 weeks	world play and story props.	Using a capital letter for names of people, places, the days of
	BIG BOOK shared reading in small groups.	the week, and the personal pronoun 'I'.
	Include: identifying HF words in text, - oral	
Nan Cation	blending and segmenting CVC words	Durania a sa sahat than alara da larana ay ay hasharana d
Non-fiction	Listening skills/ show interest in sounds.	Drawing on what they already know or on background
Recounts of	Speaking skills/vocabulary.	information and vocabulary provided by the teacher.
familiar	Use language to imitate different roles.	Discussing the significance of the title and events.
events.		Saying out loud what they are going to write about.
2 weeks		Composing a sentence orally before writing it.
		Using a capital letter for names of people, places, the days of the week, and the personal pronoun '1'.
Poetry	Continues a rhyming string	Recognising and joining in with predictable phrases.
Poems on a	Attempts VC and CVC words.	Learning to appreciate rhymes and poems, and to recite some
theme.	Mark-making, including some initial	by heart.
1 week	sounds/letters then final/medial sounds	of near.
Narrative	Read VC/ CVC words using known	Participate in discussion about what is read to them, taking
Stories from	phonemes.	turns and listening to what others say.
other cultures.	Shared reading	Explain clearly their understanding of what is read to them.
2 weeks	Develop speaking and listening skills,	Saying out loud what they are going to write about.
	understanding of books conventions, using	Composing a sentence orally before writing it.
	storybook language through role-play, small	Leaving spaces between words.
	world play and story props.	Using a capital letter for names of people, places, the days of
	BIG BOOK shared reading in small groups.	the week, and the personal pronoun '1'.
	Include: identifying HF words in text, - oral	Beginning to punctuate sentences using a capital letter and a
	blending and segmenting CVC words	full stop, question mark or exclamation mark.
	orenaming and segmenting CVC words	Tun stop, question mark of exciamation mark.

**Spring Term** 

Spring Term	<del>_</del>	
Topic	EYFS Curriculum Objectives	Year 1 Curriculum Objectives
<u>Narrative</u>	Segment & blend CVCC words and captions	Discussing the significance of the title and events.
Fantasy world	Build simple sentences and can read them	Making inferences on the basis of what is being said and
stories. 3 weeks	back.	done.
	Writes for different purposes.	Predicting what might happen on the basis of what has
	Spell some irregular common words correctly.	been read so far. Saying out loud what they are going to
	Spen some irregular common words correctly.	write about.
		Composing a sentence orally before writing it.
		Using a capital letter for names of people, places, the
		days of the week, and the personal pronoun 'I'.
		Leaving spaces between words.
		Beginning to punctuate sentences using a capital letter
		and a full stop, question mark or exclamation mark.
Non fiction	Segment & blend CVCC words and captions	Explain clearly their understanding of what is read to
Information	Build and write phonetically plausible	them.
Texts.	captions and sentences.	Re-reading what they have written to check that it makes
2 weeks	Writes for different purposes.	sense.
	Spell some irregular common words correctly.	Using a capital letter for names of people, places, the
	GDS -use their preferred hand for writing,	days of the week, and the personal pronoun 'I'.
	using a correct pencil grip.	Leaving spaces between words.
	GDS to spell phonically regular words of	8 1
	more than 1 syllable	
Poetry	Writes for different purposes.	Learning to appreciate rhymes and poems, and to recite
Poems on a	Spell some irregular common words correctly.	some by heart.
theme.	Continues a rhyming string	Recognising and joining in with predictable phrases.
1 week	Listen and respond to poems with increasing	Discussing word meanings, linking new meanings to
	attention.	those already known.
	Following instructions listening to others.	
<u>Narrative</u>	Practise reading HF words. Practise	Making inferences on the basis of what is being said and
Stories by the	reading/recognising tricky words.	done.
same author.	Practise reading two-syllable words, captions	Predicting what might happen on the basis of what has
2 weeks	and simple sentences.	been read so far. Composing a sentence orally before
	Segment & blend CVCC words and captions	writing it.
	Build and write phonetically plausible	Sequencing sentences to form short narratives.
	captions and sentences.	Using a capital letter for names of people, places, the
	Writes for different purposes.	days of the week, and the personal pronoun 'I'.
	Spell some irregular common words correctly.	Leaving spaces between words.
	GDS -use their preferred hand for writing,	Beginning to punctuate sentences using a capital letter
	using a correct pencil grip.	and a full stop, question mark or exclamation mark.
	GDS to spell phonically regular words of	
	more than 1 syllable	
Non fiction	Writes for different purposes.	Being encouraged to link what they read or hear read to
Instructions	Spell some irregular common words correctly.	their own experiences.
2 weeks	Segment & blend CVCC words and captions	Checking that the text makes sense to them as they read
	Build and write phonetically plausible	and correcting inaccurate reading.
	captions and sentences.	Saying out loud what they are going to write about.
		Discuss what they have written with the teacher or other
		pupils.
		Beginning to punctuate sentences using a capital letter
		and a full stop, question mark or exclamation mark.
Poetry	Writes for different purposes.	Recognising and joining in with predictable phrases.
Traditional	Spell some irregular common words correctly.	Learning to appreciate rhymes and poems, and to recite
Rhymes	Continues a rhyming string	some by heart.
1 week	Listen and respond to poems with increasing	
	attention.	
	Following instructions listening to others.	
		1
Poetry		Participate in discussion about what is read to them.
	Listen and respond to poems with increasing	Participate in discussion about what is read to them, taking turns and listening to what others say.
Poetry Poems for learning by		Participate in discussion about what is read to them, taking turns and listening to what others say.  Explain clearly their understanding of what is read to

#### **Summer Term**

Summer Term	T	
Topic	EYFS Curriculum Objectives	Year 1 Curriculum Objectives
<u>Narrative</u>	Write phonetically plausible sentences	Becoming very familiar with key stories, fairy stories
Traditional Stories	which can be read by themselves and	and traditional tales, retelling them and considering their
and Fairy Tales.	others.	particular characteristics.
2 weeks	Spell some irregular common words	Saying out loud what they are going to write about.
	correctly.	Composing a sentence orally before writing it.
	GDS-use their preferred hand for writing,	Sequencing sentences to form short narratives.
	using a correct pencil grip.	Beginning to punctuate sentences using a capital letter
	GDS Begin to be able to control letter size	and a full stop, question mark or exclamation mark.
	and write on lines	Using a capital letter for names of people, places, the
	GDS Spell phonically regular words of	days of the week, and the personal pronoun 'I'.
	more than 1 syllable	
	GDS -Use key features of narrative in their	
	own writing	
Non fiction	Speaking skills organise talk and sequence	Drawing on what they already know or on background
Explanations.	ideas.	information and vocabulary provided by the teacher.
2 weeks	Answering 'how' and 'why' questions.	Discussing the significance of the title and events.
	Writes for different purposes.	Discuss what they have written with the teacher or other
	Phase 2-4 HFW, sentences/tricky words.	pupils.
	GDS -use their preferred hand for writing,	Beginning to punctuate sentences using a capital letter
	using a correct pencil grip. Begin to be able	and a full stop, question mark or exclamation mark.
	to control letter size and write on lines	Using a capital letter for names of people, places, the
	GDS - spell phonically regular words of	days of the week, and the personal pronoun 'I'.
	more than 1 syllable	
	GDS - use key features of narrative in their	
	own writing	
<u>Poetry</u>	Practise spelling HF words.	Listening to and discussing a wide range of poems,
Rhymes and	Practise spelling tricky words.	stories and non-fiction at a level beyond that at which
riddles.	Write simple sentences using phonetically	they can read independently.
1 week	plausible attempts, including more	
	complex words (CVCC, CCVC and	
	CCVCC words) and HF words	
NT	Handwriting and letter formation	T
Narrative	Speaking skills organise talk and sequence	Listening to and discussing a wide range of poems,
Traditional Tales	ideas.	stories and non-fiction at a level beyond that at which
3 weeks	Practise writing captions and sentences,	they can read independently. Composing a sentence
	moving on to short narratives	orally before writing it.
	Write simple sentences using phonetically	Sequencing sentences to form short narratives.
	plausible attempts, including more complex words (CVCC, CCVC and	Being encouraged to link what they read or hear read to their own experiences.
	CCVCC words) and HF words	Read aloud their writing clearly enough to be heard by
	Handwriting and letter formation	their peers and the teacher.
	Shared reading -reading HF words, CVC	Beginning to punctuate sentences using a capital letter
	words and more complex words	and a full stop, question mark or exclamation mark.
	words and more complex words	Using a capital letter for names of people, places, the
		days of the week, and the personal pronoun 'I'.
Non fiction	Speaking skills organise talk and sequence	Discussing the significance of the title and events.
Reports	ideas.	Drawing on what they already know or on background
2 weeks	Answering 'how' and 'why' questions.	information and vocabulary provided by the teacher.
- 11 CCIM	Practise reading HF words. Practise	Read aloud their writing clearly enough to be heard by
	reading/recognising tricky words.	their peers and the teacher.
	Practise reading two-syllable words,	Beginning to punctuate sentences using a capital letter
	captions and simple sentences.	and a full stop, question mark or exclamation mark.
	Shared reading -reading HF words, CVC	Using a capital letter for names of people, places, the
	words and more complex words	days of the week, and the personal pronoun 'I'.
Poetry	Practise reading HF words. Practise	Listening to and discussing a wide range of poems,
1 week	reading/recognising tricky words.	stories and non-fiction at a level beyond that at which
1 // COR	Practise reading two-syllable words,	they can read independently.
	captions and simple sentences.	and four independently.
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## 3.7 English Teaching Sequences by Class 2

Handwriting, Spelling and Word Reading objectives will be taught progressively across all of the units, and discreetly in handwriting, reading and phonics sessions. Coverage of these objectives will take place in every half term. Although each unit contains information about the key objectives to be covered, teachers will use this alongside the APP sheets in order to ensure full coverage and to track and monitor progress. In year 2 and year 6 the interim framework will also need to be considered.

Autumn	Term
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Topic	Year 1 Curriculum Objectives	Year 2 Curriculum Objectives
<u>Narrative</u>	Being encouraged to link what they read or hear read	Use full stops accurately.
Stories with	to their own experiences.	Use capital letters at the start of a sentence and for
familiar	Becoming very familiar with key stories, fairy stories	names of people and places.
settings.	and traditional tales, retelling them and considering	Use expanded noun phrases.
3 weeks	their particular characteristics.	
	Saying out loud what they are going to write about.	
	Composing a sentence orally before writing it.	
	Leaving spaces between words.	
	Use simple noun phrases.	
	Using a capital letter for names of people, places, the	
	days of the week, and the personal pronoun 'I'.	
	Beginning to punctuate sentences using a capital	
	letter, full stop, question mark or exclamation mark.	
Non-fiction	Discussing word meanings, linking new meanings to	Be introduced to non-fiction books that are structured
Dictionary &	those already known.	in different ways.
Thesaurus	Saying out loud what they are going to write about.	Write down key words including new vocabulary.
work. 1 week	Leaving spaces between words.	Proof read work checking for errors.
Poetry	Listening to and discussing a wide range of poems,	Recognise simple recurring language.
Poems on a	stories and non-fiction at a level beyond that at which	Discuss and clarify the meanings of new words, linking
theme.	they can read independently.	meanings to known vocabulary.
1 week	Recognising and joining in with predictable phrases.	Participate in discussions about books and poems that
		are read to them and that they read for themselves,
NT	D 11 11 1 1 1 1 1 1 1 1	taking turns and listening to what others say.
Narrative	Recognising and joining in with predictable phrases.	Become increasingly familiar with retelling a wider
Traditional	Drawing on what they already know or on	range of fairy tales and traditional tales.
tales with a	background information and vocabulary provided by	Use the present and past tense correctly and
twist.	the teacher.	consistently.
3 weeks	Composing a sentence orally before writing it. Sequencing sentences to form short narratives.	Use capital letters at the start of a sentence and for names of people and places.
	Leaving spaces between words.	Use expanded noun phrases.
	Using a capital letter for names of people, places, the	Ose expanded noun pinases.
	days of the week, the personal pronoun 'I'.	
Non-fiction	Drawing on what they already know or on	Encapsulate what they want to say in a sentence.
Recounts.	background information and vocabulary provided by	Evaluate their writing with the teacher and other pupils.
2 weeks	the teacher.	Use the past tense correctly.
_ ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	Discussing the significance of the title and events.	
	Saying out loud what they are going to write about.	
	Composing a sentence orally before writing it.	
	Using a capital letter for names of people, places, the	
	days of the week, the personal pronoun 'I'.	
Poetry	Recognising and joining in with predictable phrases.	Listen to, discuss and express views about a range of
Classic poetry.	Learning to appreciate rhymes and poems, and to	contemporary and classical poetry.
2 weeks	recite some by heart.	Answer and ask questions about a text.
Non-fiction	Participate in discussion about what is read to them,	Be introduced to non-fiction books that are structured
Instructions.	taking turns and listening to what others say.	in different ways.
2 weeks	Explain their understanding of what is read to them.	Discuss the sequence of events in books and how items
	Saying out loud what they are going to write about.	of Information are related.
	Composing a sentence orally before writing it.	Use sentences with different forms: statement,
	Leaving spaces between words.	command, exclamation
	Using a capital letter for names of people, places, the	Use commas for lists.
	days of the week, the personal pronoun 'I'.	
	Beginning to punctuate sentences using a capital	
	letter, full stop, question mark or exclamation mark.	

**Spring Term** 

Spring Term Topic	Year 1 Curriculum Objectives	Year 2 Curriculum Objectives
Narrative	Discussing the significance of the title and events.	Plan or say out loud what they are going to write about.
Stories by the	Making inferences on the basis of what is being said	Use subordination (using when, if, that, or because)
same author.	and done.	and co-ordination (using or, and, or but).
3 weeks	Predicting what might happen on the basis of what	Use the present and past tense correctly and
3 WCCKS	has been read so far. Saying out loud what they are	consistently.
	going to write about.	Use capital letters at the start of a sentence and for
	Composing a sentence orally before writing it.	names of people and places.
	Using a capital letter for names of people, places, the	names of people and praces.
	days of the week, and the personal pronoun 'I'.	
	Leaving spaces between words.	
	Beginning to punctuate sentences using a capital	
NT C' .'	letter, full stop, question mark or exclamation mark.	XXX to 1
Non-fiction	Explain their understanding of what is read to them.	Write about real events.
Reports	Re-reading what they have written to check that it	Write narratives about personal experiences and those
2 weeks	makes sense.	of others.
	Using a capital letter for names of people, places, the	Use the present and past tense correctly.
	days of the week, and the personal pronoun 'I'.	Use expanded noun phrases.
	Leaving spaces between words.	
Poetry	Learning to appreciate rhymes and poems, and to	Write poetry
Poems with a	recite some by heart.	Make inferences.
specific	Recognising and joining in with predictable phrases.	Re-read books and poems to build up fluency and
structure.	Discussing word meanings, linking new meanings to	confidence in word reading.
1 week	those already known.	
<u>Narrative</u>	Making inferences on the basis of what is being said	Use expanded noun phrases to describe and specify.
Adventure	and done.	Plan or say out loud what they are going to write about.
stories	Predicting what might happen on the basis of what	Use the present and past tense correctly and
2 weeks	has been read so far. Composing a sentence orally	consistently.
	before writing it.	Use capital letters at the start of a sentence and for
	Sequencing sentences to form short narratives.	names of people and places.
	Using a capital letter for names of people, places, the	Use expanded noun phrases.
	days of the week, and the personal pronoun 'I'.	
	Leaving spaces between words.	
	Beginning to punctuate sentences using a capital	
	letter, full stop, question mark or exclamation mark.	
	Use noun phrases.	
Non-fiction	Being encouraged to link what they read or hear read	Begin to use exclamation marks and question marks.
Persuasive	to their own experiences.	Write for different purposes.
adverts or	Checking that the text makes sense to them as they	Use subordination (when, if that or because).
posters.	read and correcting inaccurate reading.	, · · ·
2 weeks	Saying out loud what they are going to write about.	
	Discuss what they have written with the teacher or	
	other pupils.	
	Beginning to punctuate sentences using a capital	
	letter, full stop, question mark or exclamation mark.	
Non-fiction	Sequence sentences in chronological order to recount	Be introduced to non-fiction books that are structured
Non	an event or an experience.	in different ways.
chronological	Re-read what they have written to check that it makes	Write sentences with different forms: statement,
reports.	sense.	command, exclamation.
1 weeks	Read aloud and discuss their writing clearly enough	
	to be heard by their peers and teacher	
Poetry	Recognising and joining in with predictable phrases.	Listen to, discuss and express views about a range of
Traditional	Learning to appreciate rhymes and poems, and to	contemporary and classical poetry.
Rhymes	recite some by heart.	Answer and ask questions about a text.
1 week	Participate in discussion about what is read to them,	Make inferences.
_ 110011	taking turns and listening to what others say.	Re-read books and poems to build up fluency and
	same and note ing to what others say.	to come and poorting to come up morney and

Summer Term

Topic	Year 1 Curriculum Objectives	Year 2 Curriculum Objectives
<u>Narrative</u>	Becoming very familiar with key stories, retelling them	Make inferences based on what is being said and
Stories from	and considering their particular characteristics.	done.
other	Saying out loud what they are going to write about.	Begin to use apostrophes for contractions.
cultures.	Composing a sentence orally before writing it.	

3 weeks  Non-fiction	Sequencing sentences to form short narratives.  Beginning to punctuate sentences using a capital letter, full stop, question mark or exclamation mark.  Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.  Drawing on what they already know or on background	Plan or say out loud what they are going to write about.  Be introduced to non-fiction books that are
Letters and postcards.  2 weeks	information and vocabulary provided by the teacher. Discussing the significance of the title and events. Discuss what they have written with the teacher or other pupils. Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.	structured in different ways.  Discuss the sequence of events in books and how items of Information are related.  Use sentences with different forms: statement, command, and exclamation.  Use commas for lists.
Poetry Riddles and tongue twisters. 1 week.	Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.  Use simple noun phrases.	Write poetry. Discuss their favourite words and phrases. Discuss and clarify the meanings of new words, linking meanings to known vocabulary. Participate in discussions about books and poems that are read to them and that they read for themselves, taking turns and listening to what others say.
Narrative Fantasy world stories. 3 weeks	Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.  Use simple noun phrases.  Sequencing sentences to form short narratives.  Being encouraged to link what they read or hear read to their own experiences.  Read aloud their writing clearly enough to be heard by their peers and the teacher.  Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.  Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.	Read aloud what they have written with intonation.  Begin to use apostrophes for contractions.  Use expanded noun phrases.  Use the present and past tense correctly and consistently.
Non-fiction Explanations. 2 weeks	Discussing the significance of the title and events.  Drawing on what they already know or on background information and vocabulary provided by the teacher.  Read aloud their writing clearly enough to be heard by their peers and the teacher.  Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.  Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.	Be introduced to non-fiction books that are structured in different ways.  Write sentences with different forms: statement, command, and exclamation.
Poetry 1 week.	Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.	Listen to, discuss and express views about a range of contemporary and classical poetry.

3.8 English Teaching Sequences by Class 3

Autumn	Year 3	Year 4
<u>Narrative</u>	Listening to and discussing a wide range of fiction,	Plan their writing by:
Fairy tales and	poetry, plays, non-fiction and reference books or	Discussing writing similar to that which they are
folk tales.	textbooks.	planning to write in order to understand and learn
3 weeks	Reading books that are structured in different ways	from its structure, vocabulary and grammar.
	and reading for a range of purposes.	Discussing and recording ideas.
	Identifying themes and conventions in a wide range of	Using the present perfect form of verbs in contrast
	books.	to the past tense.
	Participate in discussion about both books that are read	Using and punctuating direct speech.
	to them and those they can read for themselves.	
	Taking turns and listening to what others say.	
	Choosing nouns or pronouns appropriately for clarity	
	and cohesion and to avoid repetition.	

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	Learning the grammar for years 3 and 4 (all narrative units).  Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.  Discussing words and phrases that capture the reader's interest and imagination.  Identifying main ideas drawn from more than one paragraph and summarising these.  Organising paragraphs around a theme.  Using the present perfect form of verbs in contrast to the past tense.  In narratives, creating settings, characters and plot.	
Non-fiction Diaries and letters. 2 weeks (inc Y4 dictionary and thesaurus work)	Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.  Reading books that are structured in different ways and reading for a range of purposes.  Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.  Learning the grammar for years 3 and 4 (all non-fiction units).  Composing and rehearsing sentences orally (including	Using dictionaries to check the meaning of words that they have read.
<u>Poetry</u>	dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.  Organising paragraphs around a theme.  Using conjunctions, adverbs and prepositions to express time and cause.  Retrieve and record information from non-fiction.  Listening to and discussing a wide range of fiction,	Assessing the effectiveness of their own and
Poems with a structure + vocab.  1 week	poetry, plays, non-fiction and reference books or textbooks.  Reading books that are structured in different ways and reading for a range of purposes.  Identifying themes and conventions in a wide range of books.  Learning the grammar for years 3 and 4 (all poetry units).  Identifying how language, structure, and presentation contribute to meaning.	others' writing and suggesting improvements. Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
Narrative Playscripts. 2 weeks	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.  Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.	Plan their writing by: Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discussing and recording ideas. Using the present perfect form of verbs in contrast to the past tense. Using and punctuating direct speech.
Non-fiction Instructions. 2 weeks	Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.  Discussing and recording idea, proof-read for spelling and punctuation errors.  Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. (all nonfiction units)  Composing and rehearsing sentences orally (including dialogue). Progressively building a varied and rich vocabulary and an increasing range of sentence structures.  Using conjunctions, adverbs and prepositions to express time and cause.	Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. Ensuring the consistent and correct use of tense throughout a piece of writing.  Using a colon to introduce a list.  Punctuating bullet points consistently.

	Retrieve and record information from non-fiction.	
Poetry Structures— limericks. 1 week Poetry Poems to perform.	Recognising some different forms of poetry [for example, free verse, narrative poetry]	Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.  Indicating possession by using the possessive apostrophe with plural nouns.
1 week Narrative Myths and Legends. 2 weeks	Using dictionaries to check the meaning of words that they have read. Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Asking questions to improve their understanding of a text. Predicting what might happen from details stated and implied. Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Reading books that are structured in different ways and reading for a range of purposes. Identifying themes and conventions in a wide range of books. 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. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Learning the grammar for years 3 and 4 (all narrative units). Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Discussing words and phrases that capture the reader's interest and imagination.	Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.  Proof-read for spelling and punctuation errors.  Learning the grammar for years 3 and 4 in English Appendix 2.  Using commas after fronted adverbials.  Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.  Composing and rehearsing sentences orally (including dialogue). Progressively building a varied and rich vocabulary and an increasing range of sentence structures.
	Identifying main ideas drawn from more than one paragraph and summarising these.  Organising paragraphs around a theme.  Using the present perfect form of verbs in contrast to the past tense.  In narratives, creating settings, characters and plot.	
Spring	Year 3	Year 4
Narrative Stories from different cultures. 3 weeks	Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.  Discussing and recording ideas, proof-read for spelling and punctuation errors.  Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. (all narrative units)  Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.  Using conjunctions, adverbs and prepositions to express time and cause.  Discussing words and phrases that capture the reader's interest and imagination.  Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.  Organising paragraphs around a theme.	Organising paragraphs around a theme.  In narratives, create settings, characters and plot. Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.  Using the present perfect form of verbs in contrast to the past tense.  Assessing the effectiveness of their own and others' writing and suggesting improvements.  Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.  Using commas after fronted adverbials.  Using and punctuating direct speech

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Non-fiction Persuasive 2 weeks	Using fronted adverbials. Using commas after fronted adverbials. Using and punctuating direct speech. Using the present perfect form of verbs in contrast to the past tense. In narratives, creating settings, characters and plot. Identifying main ideas drawn from more than one paragraph and summarising these. Assessing the effectiveness of their own and others' writing and suggesting improvements. Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading (all Non-fiction	Organising paragraphs around a theme. Assessing the effectiveness of their own and others' writing and suggesting improvements. Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Learning the grammar for years 3 and 4 in English Appendix 2.
	units) Using conjunctions, adverbs and prepositions to express time and cause. Retrieve and record information from non-fiction.	Appendix 2.
Non-fiction Newspaper reports 2 weeks	Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.  Discussing and recording ideas.  Proof-read for spelling and punctuation errors.  Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.  Composing and rehearsing sentences orally (including dialogue).  Progressively building a varied and rich vocabulary and an increasing range of sentence structures.  Using conjunctions, adverbs and prepositions to express time and cause.  Retrieve and record information from non-fiction.	Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.  Discussing and recording ideas.  Proof-read for spelling and punctuation errors.  Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.  Composing and rehearsing sentences orally (including dialogue).  Progressively building a varied and rich vocabulary and an increasing range of sentence structures.  Using conjunctions, adverbs and prepositions to express time and cause.  Retrieve and record information from non-fiction.
Poetry Descriptive vocabulary. 1 week	Discussing and recording ideas. Proof-read for spelling and punctuation errors. Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. (all poetry units) Identifying how language, structure, and presentation contribute to meaning.	Using conjunctions, adverbs and prepositions to express time and cause.  Discussing words and phrases that capture the reader's interest and imagination.
Narrative Mystery stories. 2 weeks	Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.  Discussing and recording ideas.  Proof-read for spelling and punctuation errors.  Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. (all narrative units)  Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.  Using conjunctions, adverbs and prepositions to express time and cause.  Discussing words and phrases that capture the reader's interest and imagination.  Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	In narratives, creating settings, characters and plot. Assessing the effectiveness of their own and others' writing and suggesting improvements. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Using commas after fronted adverbials. Using and punctuating direct speech. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.

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	Organising paragraphs around a theme.	
	Using fronted adverbials.	
	Using commas after fronted adverbials.	
	Using and punctuating direct speech.	
	Using the present perfect form of verbs in contrast to	
	the past tense.	
	In narratives, creating settings, characters and plot.	
	Identifying main ideas drawn from more than one	
D (	paragraph and summarising these.	D C 1C 11' 1
Poetry	Preparing poems and play scripts to read aloud and to	Proof-read for spelling and punctuation errors.
Structures	perform, showing understanding through intonation,	Read aloud their own writing, to a group or the
Tanka,	tone, volume and action.	whole class, using appropriate intonation and
Kennings and	Recognising some different forms of poetry [for	controlling the tone and volume so that the
Cinquains.	example, free verse, narrative poetry]	meaning is clear.
1 weeks		Recognising some different forms of poetry [for
		example, free verse, narrative poetry]
Non-fiction	Composing and rehearsing sentences orally (including	Assessing the effectiveness of their own and
Explanations.	dialogue), progressively building a varied and rich	others' writing and suggesting improvements.
2 weeks	vocabulary and an increasing range of sentence	Proposing changes to grammar and vocabulary to
2 WCCKS	structures.	
		improve consistency, including the accurate use of
	In non-narrative material, using simple organisational	pronouns in sentences.
	devices [for example, headings and sub-headings]	Choosing nouns or pronouns appropriately for
	Extending the range of sentences with more than one	clarity and cohesion and to avoid repetition.
	clause by using a wider range of conjunctions,	Retrieve and record information from non-fiction.
	including when, if, because, although.	Composing and rehearsing sentences orally
		(including dialogue), progressively building a
		varied and rich vocabulary and an increasing range
		of sentence structures.
		In non-narrative material, using simple
		organisational devices [for example, headings and
		sub-headings]
Summer 1	Year 3	Year 4
Narrative	Assessing the effectiveness of their own and others'	In narratives, create settings, characters and plot
Narrative Setting	Assessing the effectiveness of their own and others' writing and suggesting improvements.	In narratives, create settings, characters and plot Proposing changes to grammar and vocabulary to
Narrative Setting descriptions/	Assessing the effectiveness of their own and others' writing and suggesting improvements.  Proposing changes to grammar and vocabulary to	In narratives, create settings, characters and plot Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of
Narrative Setting	Assessing the effectiveness of their own and others' writing and suggesting improvements.	In narratives, create settings, characters and plot Proposing changes to grammar and vocabulary to
Narrative Setting descriptions/	Assessing the effectiveness of their own and others' writing and suggesting improvements.  Proposing changes to grammar and vocabulary to	In narratives, create settings, characters and plot Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of
Narrative Setting descriptions/ Fantasy stories	Assessing the effectiveness of their own and others' writing and suggesting improvements.  Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	In narratives, create settings, characters and plot Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Choosing nouns or pronouns appropriately for
Narrative Setting descriptions/ Fantasy stories	Assessing the effectiveness of their own and others' writing and suggesting improvements.  Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.  Use and understand the grammatical terminology in	In narratives, create settings, characters and plot Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
Narrative Setting descriptions/ Fantasy stories	Assessing the effectiveness of their own and others' writing and suggesting improvements.  Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.  Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when	In narratives, create settings, characters and plot Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Increasing their familiarity with a wide range of
Narrative Setting descriptions/ Fantasy stories	Assessing the effectiveness of their own and others' writing and suggesting improvements.  Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.  Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading (all Narrative	In narratives, create settings, characters and plot Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends,
Narrative Setting descriptions/ Fantasy stories	Assessing the effectiveness of their own and others' writing and suggesting improvements.  Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.  Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when	In narratives, create settings, characters and plot Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
Narrative Setting descriptions/ Fantasy stories	Assessing the effectiveness of their own and others' writing and suggesting improvements.  Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.  Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading (all Narrative	In narratives, create settings, characters and plot Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Using conjunctions, adverbs and prepositions to
Narrative Setting descriptions/ Fantasy stories	Assessing the effectiveness of their own and others' writing and suggesting improvements.  Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.  Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading (all Narrative	In narratives, create settings, characters and plot Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Using conjunctions, adverbs and prepositions to express time and cause.
Narrative Setting descriptions/ Fantasy stories	Assessing the effectiveness of their own and others' writing and suggesting improvements.  Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.  Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading (all Narrative	In narratives, create settings, characters and plot Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Using conjunctions, adverbs and prepositions to express time and cause. Discussing words and phrases that capture the
Narrative Setting descriptions/ Fantasy stories	Assessing the effectiveness of their own and others' writing and suggesting improvements.  Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.  Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading (all Narrative	In narratives, create settings, characters and plot Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Using conjunctions, adverbs and prepositions to express time and cause. Discussing words and phrases that capture the reader's interest and imagination.
Narrative Setting descriptions/ Fantasy stories	Assessing the effectiveness of their own and others' writing and suggesting improvements.  Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.  Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading (all Narrative	In narratives, create settings, characters and plot Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Using conjunctions, adverbs and prepositions to express time and cause. Discussing words and phrases that capture the reader's interest and imagination. Identifying main ideas drawn from more than one
Narrative Setting descriptions/ Fantasy stories	Assessing the effectiveness of their own and others' writing and suggesting improvements.  Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.  Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading (all Narrative	In narratives, create settings, characters and plot Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Using conjunctions, adverbs and prepositions to express time and cause. Discussing words and phrases that capture the reader's interest and imagination. Identifying main ideas drawn from more than one paragraph and summarising these.
Narrative Setting descriptions/ Fantasy stories	Assessing the effectiveness of their own and others' writing and suggesting improvements.  Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.  Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading (all Narrative	In narratives, create settings, characters and plot Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Using conjunctions, adverbs and prepositions to express time and cause. Discussing words and phrases that capture the reader's interest and imagination. Identifying main ideas drawn from more than one paragraph and summarising these. Organising paragraphs around a theme.
Narrative Setting descriptions/ Fantasy stories	Assessing the effectiveness of their own and others' writing and suggesting improvements.  Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.  Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading (all Narrative	In narratives, create settings, characters and plot Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Using conjunctions, adverbs and prepositions to express time and cause. Discussing words and phrases that capture the reader's interest and imagination. Identifying main ideas drawn from more than one paragraph and summarising these. Organising paragraphs around a theme. Indicating possession by using the possessive
Narrative Setting descriptions/ Fantasy stories	Assessing the effectiveness of their own and others' writing and suggesting improvements.  Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.  Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading (all Narrative	In narratives, create settings, characters and plot Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Using conjunctions, adverbs and prepositions to express time and cause. Discussing words and phrases that capture the reader's interest and imagination. Identifying main ideas drawn from more than one paragraph and summarising these. Organising paragraphs around a theme.
Narrative Setting descriptions/ Fantasy stories	Assessing the effectiveness of their own and others' writing and suggesting improvements.  Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.  Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading (all Narrative	In narratives, create settings, characters and plot Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Using conjunctions, adverbs and prepositions to express time and cause. Discussing words and phrases that capture the reader's interest and imagination. Identifying main ideas drawn from more than one paragraph and summarising these. Organising paragraphs around a theme. Indicating possession by using the possessive apostrophe with plural nouns.
Narrative Setting descriptions/ Fantasy stories	Assessing the effectiveness of their own and others' writing and suggesting improvements.  Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.  Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading (all Narrative	In narratives, create settings, characters and plot Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Using conjunctions, adverbs and prepositions to express time and cause. Discussing words and phrases that capture the reader's interest and imagination. Identifying main ideas drawn from more than one paragraph and summarising these. Organising paragraphs around a theme. Indicating possession by using the possessive apostrophe with plural nouns. Using and punctuating direct speech.
Narrative Setting descriptions/ Fantasy stories	Assessing the effectiveness of their own and others' writing and suggesting improvements.  Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.  Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading (all Narrative	In narratives, create settings, characters and plot Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Using conjunctions, adverbs and prepositions to express time and cause. Discussing words and phrases that capture the reader's interest and imagination. Identifying main ideas drawn from more than one paragraph and summarising these. Organising paragraphs around a theme. Indicating possession by using the possessive apostrophe with plural nouns. Using and punctuating direct speech. Using the present perfect form of verbs in contrast
Narrative Setting descriptions/ Fantasy stories 3 weeks	Assessing the effectiveness of their own and others' writing and suggesting improvements.  Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.  Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading (all Narrative units.)	In narratives, create settings, characters and plot Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Using conjunctions, adverbs and prepositions to express time and cause. Discussing words and phrases that capture the reader's interest and imagination. Identifying main ideas drawn from more than one paragraph and summarising these. Organising paragraphs around a theme. Indicating possession by using the possessive apostrophe with plural nouns. Using and punctuating direct speech. Using the present perfect form of verbs in contrast to the past tense.
Narrative Setting descriptions/ Fantasy stories 3 weeks	Assessing the effectiveness of their own and others' writing and suggesting improvements.  Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.  Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading (all Narrative units.)	In narratives, create settings, characters and plot Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Using conjunctions, adverbs and prepositions to express time and cause. Discussing words and phrases that capture the reader's interest and imagination. Identifying main ideas drawn from more than one paragraph and summarising these. Organising paragraphs around a theme. Indicating possession by using the possessive apostrophe with plural nouns. Using and punctuating direct speech. Using the present perfect form of verbs in contrast to the past tense.
Narrative Setting descriptions/ Fantasy stories 3 weeks  Non-fiction Discussion	Assessing the effectiveness of their own and others' writing and suggesting improvements.  Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.  Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading (all Narrative units.)  In non-narrative material, using simple organisational de Proof-read for spelling and punctuation errors.	In narratives, create settings, characters and plot Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Using conjunctions, adverbs and prepositions to express time and cause. Discussing words and phrases that capture the reader's interest and imagination. Identifying main ideas drawn from more than one paragraph and summarising these. Organising paragraphs around a theme. Indicating possession by using the possessive apostrophe with plural nouns. Using and punctuating direct speech. Using the present perfect form of verbs in contrast to the past tense. evices [for example, headings and sub-headings].
Narrative Setting descriptions/ Fantasy stories 3 weeks  Non-fiction Discussion texts	Assessing the effectiveness of their own and others' writing and suggesting improvements.  Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.  Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading (all Narrative units.)  In non-narrative material, using simple organisational de Proof-read for spelling and punctuation errors.  Extending the range of sentences with more than one classes.	In narratives, create settings, characters and plot Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Using conjunctions, adverbs and prepositions to express time and cause. Discussing words and phrases that capture the reader's interest and imagination. Identifying main ideas drawn from more than one paragraph and summarising these. Organising paragraphs around a theme. Indicating possession by using the possessive apostrophe with plural nouns. Using and punctuating direct speech. Using the present perfect form of verbs in contrast to the past tense. evices [for example, headings and sub-headings].
Narrative Setting descriptions/ Fantasy stories 3 weeks  Non-fiction Discussion texts (arguments and	Assessing the effectiveness of their own and others' writing and suggesting improvements.  Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.  Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading (all Narrative units.)  In non-narrative material, using simple organisational de Proof-read for spelling and punctuation errors.  Extending the range of sentences with more than one claincluding when, if, because, although.	In narratives, create settings, characters and plot Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Using conjunctions, adverbs and prepositions to express time and cause. Discussing words and phrases that capture the reader's interest and imagination. Identifying main ideas drawn from more than one paragraph and summarising these. Organising paragraphs around a theme. Indicating possession by using the possessive apostrophe with plural nouns. Using and punctuating direct speech. Using the present perfect form of verbs in contrast to the past tense.  exices [for example, headings and sub-headings].
Narrative Setting descriptions/ Fantasy stories 3 weeks  Non-fiction Discussion texts (arguments and debates).	Assessing the effectiveness of their own and others' writing and suggesting improvements.  Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.  Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading (all Narrative units.)  In non-narrative material, using simple organisational deproof-read for spelling and punctuation errors.  Extending the range of sentences with more than one claincluding when, if, because, although.  Composing and rehearsing sentences orally (including descriptions)	In narratives, create settings, characters and plot Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Using conjunctions, adverbs and prepositions to express time and cause. Discussing words and phrases that capture the reader's interest and imagination. Identifying main ideas drawn from more than one paragraph and summarising these. Organising paragraphs around a theme. Indicating possession by using the possessive apostrophe with plural nouns. Using and punctuating direct speech. Using the present perfect form of verbs in contrast to the past tense. evices [for example, headings and sub-headings].  suse by using a wider range of conjunctions, italogue). Progressively building a varied and rich
Narrative Setting descriptions/ Fantasy stories 3 weeks  Non-fiction Discussion texts (arguments and debates). 2 weeks	Assessing the effectiveness of their own and others' writing and suggesting improvements.  Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.  Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading (all Narrative units.)  In non-narrative material, using simple organisational deproof-read for spelling and punctuation errors.  Extending the range of sentences with more than one claincluding when, if, because, although.  Composing and rehearsing sentences orally (including divocabulary and an increasing range of sentence structure	In narratives, create settings, characters and plot Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Using conjunctions, adverbs and prepositions to express time and cause. Discussing words and phrases that capture the reader's interest and imagination. Identifying main ideas drawn from more than one paragraph and summarising these. Organising paragraphs around a theme. Indicating possession by using the possessive apostrophe with plural nouns. Using and punctuating direct speech. Using the present perfect form of verbs in contrast to the past tense. evices [for example, headings and sub-headings].  suse by using a wider range of conjunctions, italogue). Progressively building a varied and rich es.
Narrative Setting descriptions/ Fantasy stories 3 weeks  Non-fiction Discussion texts (arguments and debates). 2 weeks Poetry	Assessing the effectiveness of their own and others' writing and suggesting improvements.  Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.  Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading (all Narrative units.)  In non-narrative material, using simple organisational deproof-read for spelling and punctuation errors.  Extending the range of sentences with more than one claincluding when, if, because, although.  Composing and rehearsing sentences orally (including divocabulary and an increasing range of sentence structure Assessing the effectiveness of their own and others'	In narratives, create settings, characters and plot Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Using conjunctions, adverbs and prepositions to express time and cause. Discussing words and phrases that capture the reader's interest and imagination. Identifying main ideas drawn from more than one paragraph and summarising these. Organising paragraphs around a theme. Indicating possession by using the possessive apostrophe with plural nouns. Using and punctuating direct speech. Using the present perfect form of verbs in contrast to the past tense.  evices [for example, headings and sub-headings].  suse by using a wider range of conjunctions, ialogue). Progressively building a varied and rich es. Using conjunctions, adverbs and prepositions to
Narrative Setting descriptions/ Fantasy stories 3 weeks  Non-fiction Discussion texts (arguments and debates). 2 weeks	Assessing the effectiveness of their own and others' writing and suggesting improvements.  Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.  Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading (all Narrative units.)  In non-narrative material, using simple organisational de Proof-read for spelling and punctuation errors.  Extending the range of sentences with more than one claincluding when, if, because, although.  Composing and rehearsing sentences orally (including divocabulary and an increasing range of sentence structure Assessing the effectiveness of their own and others' writing and suggesting improvements.	In narratives, create settings, characters and plot Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Using conjunctions, adverbs and prepositions to express time and cause. Discussing words and phrases that capture the reader's interest and imagination. Identifying main ideas drawn from more than one paragraph and summarising these. Organising paragraphs around a theme. Indicating possession by using the possessive apostrophe with plural nouns. Using and punctuating direct speech. Using the present perfect form of verbs in contrast to the past tense.  evices [for example, headings and sub-headings].  use by using a wider range of conjunctions, ialogue). Progressively building a varied and rich es.  Using conjunctions, adverbs and prepositions to express time and cause.
Narrative Setting descriptions/ Fantasy stories 3 weeks  Non-fiction Discussion texts (arguments and debates). 2 weeks Poetry	Assessing the effectiveness of their own and others' writing and suggesting improvements.  Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.  Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading (all Narrative units.)  In non-narrative material, using simple organisational deproof-read for spelling and punctuation errors.  Extending the range of sentences with more than one claincluding when, if, because, although.  Composing and rehearsing sentences orally (including divocabulary and an increasing range of sentence structure Assessing the effectiveness of their own and others'	In narratives, create settings, characters and plot Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Using conjunctions, adverbs and prepositions to express time and cause. Discussing words and phrases that capture the reader's interest and imagination. Identifying main ideas drawn from more than one paragraph and summarising these. Organising paragraphs around a theme. Indicating possession by using the possessive apostrophe with plural nouns. Using and punctuating direct speech. Using the present perfect form of verbs in contrast to the past tense.  evices [for example, headings and sub-headings].  suse by using a wider range of conjunctions, ialogue). Progressively building a varied and rich es. Using conjunctions, adverbs and prepositions to
Narrative Setting descriptions/ Fantasy stories 3 weeks  Non-fiction Discussion texts (arguments and debates). 2 weeks Poetry Poems from	Assessing the effectiveness of their own and others' writing and suggesting improvements.  Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.  Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading (all Narrative units.)  In non-narrative material, using simple organisational deproof-read for spelling and punctuation errors.  Extending the range of sentences with more than one claincluding when, if, because, although.  Composing and rehearsing sentences orally (including divocabulary and an increasing range of sentence structure Assessing the effectiveness of their own and others' writing and suggesting improvements.  Proposing changes to grammar and vocabulary to	In narratives, create settings, characters and plot Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Using conjunctions, adverbs and prepositions to express time and cause. Discussing words and phrases that capture the reader's interest and imagination. Identifying main ideas drawn from more than one paragraph and summarising these. Organising paragraphs around a theme. Indicating possession by using the possessive apostrophe with plural nouns. Using and punctuating direct speech. Using the present perfect form of verbs in contrast to the past tense.  Evices [for example, headings and sub-headings].  The progressively building a varied and rich as.  Using conjunctions, adverbs and prepositions to express time and cause. Discussing words and phrases that capture the
Narrative Setting descriptions/ Fantasy stories 3 weeks  Non-fiction Discussion texts (arguments and debates). 2 weeks Poetry Poems from different	Assessing the effectiveness of their own and others' writing and suggesting improvements.  Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.  Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading (all Narrative units.)  In non-narrative material, using simple organisational de Proof-read for spelling and punctuation errors.  Extending the range of sentences with more than one claincluding when, if, because, although.  Composing and rehearsing sentences orally (including divocabulary and an increasing range of sentence structure Assessing the effectiveness of their own and others' writing and suggesting improvements.	In narratives, create settings, characters and plot Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Using conjunctions, adverbs and prepositions to express time and cause. Discussing words and phrases that capture the reader's interest and imagination. Identifying main ideas drawn from more than one paragraph and summarising these. Organising paragraphs around a theme. Indicating possession by using the possessive apostrophe with plural nouns. Using and punctuating direct speech. Using the present perfect form of verbs in contrast to the past tense.  evices [for example, headings and sub-headings].  suse by using a wider range of conjunctions, ialogue). Progressively building a varied and rich es.  Using conjunctions, adverbs and prepositions to express time and cause.

Narrative Stories which raise issues and dilemmas. 3 weeks	Discussing words and phrases that capture the reader's interest and imagination.  Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.  Identifying main ideas drawn from more than one paragraph and summarising these.  Organising paragraphs around a theme.  Using the present perfect form of verbs in contrast to the past tense.  In narratives, creating settings, characters and plot.  Indicating possession by using the possessive apostrophe with plural nouns.	Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading (all Poetry units).  Identifying how language, structure, and presentation contribute to meaning.  Discussing words and phrases that capture the reader's interest and imagination.  Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.  Identifying main ideas drawn from more than one paragraph and summarising these.  Organising paragraphs around a theme.  Using the present perfect form of verbs in contrast to the past tense.  In narratives, creating settings, characters and plot. Indicating possession by using the possessive apostrophe with plural nouns.  Proof-read for spelling and punctuation errors.  Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.  Using conjunctions, adverbs and prepositions to express time and cause.  Using fronted adverbials.
Non-fiction Non-chronological reports. 2 weeks	In non-narrative material, using simple organisational devices [for example, headings and sub-headings]. Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.	In non-narrative material, using simple organisational devices [for example, headings and sub-headings].  Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.  Assessing the effectiveness of their own and others' writing and suggesting improvements.  Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.  Use and understand the grammatical terminology in English Appendix 2Plan their writing by:  Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.  Discussing and recording ideas.  Organising paragraphs around a theme.  In non-narrative material, using simple organisational devices [for example, headings and sub-headings].
Poetry Classic poetry for performance. 1 week.	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.  Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

3.9 English Teaching Sequences by Class 4

Autumn	aching Sequences by Class 4  Year 4	Year 5
Narrative	Plan their writing by:	Discuss and evaluate how authors use language,
Descriptions:	Discussing writing similar to that which they are	including figurative language, considering the
characters, settings	planning to write in order to understand and learn	impact on the reader.
and atmosphere.	from its structure, vocabulary and grammar.	Reading books that are structured in different
3 weeks.	Discussing and recording ideas.	ways and reading for a range of purposes.
	Using the present perfect form of verbs in contrast to	Drawing inferences such as inferring characters;
	the past tense.	feelings, thoughts and motives from their actions,
	Using and punctuating direct speech.	and justifying inferences with evidence.
		In writing narratives, considering how authors
		have developed characters and settings in what
Non fiction		pupils have read, listened to or seen performed.
Non-fiction Dictionary and	Using distinguished to shook the manning of words	Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction
Thesaurus work.	Using dictionaries to check the meaning of words that they have read.	and reference books or textbooks.
Biographies and	that they have read.	Noting and developing initial ideas, drawing on
Autobiographies		reading and research where necessary.
y5		Assessing the effectiveness of their own and
2 weeks		others' writing.
	Composing and rehearsing sentences orally	Using the perfect form of verbs to mark
	(including dialogue), progressively building a varied	relationships of time and cause.
	and rich vocabulary and an increasing range of	Using relative clauses beginning with who,
	sentence structures.	which, where, when, whose, that or with an
	Using conjunctions, adverbs and prepositions to	implied (i.e. omitted) relative pronoun.
	express time and cause.	
<u>Poetry</u>	Composing and rehearsing sentences orally	Selecting appropriate grammar and vocabulary,
Poems to	(including dialogue), progressively building a varied	understanding how such choices can change and
perform.+ vocab	and rich vocabulary and an increasing range of	enhance meaning.
1 week	sentence structures.	Discuss and evaluate how authors use language,
	Indicating possession by using the possessive apostrophe with plural nouns.	including figurative language, considering the impact on the reader.
	apostrophic with plurar nouns.	Continuing to read and discuss an increasingly
		wide range of fiction, poetry, plays, non- fiction
		and reference books or textbooks.
Narrative	Composing and rehearsing sentences orally	Recommending books that they have read to their
Playscripts.	(including dialogue), progressively building a varied	peers, giving reasons for their choices.
2 weeks	and rich vocabulary and an increasing range of	In narratives, describing settings, characters and
	sentence structures.	atmosphere and integrating dialogue to convey
	Proof-read for spelling and punctuation errors.	character and advance the action.
	Learning the grammar for years 3 and 4 in English	Identifying the audience for and purpose of the
	Appendix 2.	writing, selecting the appropriate form and using
	Using commas after fronted adverbials.  Preparing poems and play scripts to read aloud and	other similar writing as models for their own. Proposing changes to vocabulary, grammar and
	to perform, showing understanding through	punctuation to enhance effects and clarify
	intonation, tone, volume and action.	meaning.
	Composing and rehearsing sentences orally	Using commas to clarify meaning or avoid
	(including dialogue). Progressively building a varied	ambiguity in writing.
	and rich vocabulary and an increasing range of	
	sentence structures.	
Non-fiction	Plan their writing by:	Identifying how language, structure and
Information/Non	Discussing writing similar to that which they are	presentation contribute to meaning.
chronological	planning to write in order to understand and learn	Using further organisational and presentational
reports	from its structure, vocabulary and grammar.	devices to structure text and to guide the reader
∠ weeks		
		9-
Poetry	Assessing the effectiveness of their own and others'	
	writing and suggesting improvements.	
2 weeks		enhance meaning.
Poetry Narrative poetry. 2 weeks	Discussing and recording ideas. Organising paragraphs around a theme. In non-narrative material, using simple organisational devices [for example, headings and sub-headings].  Assessing the effectiveness of their own and others' writing and suggesting improvements.	[for example, headings, bullet points, underlining]. Ensuring the consistent and correct use of tense throughout a piece of writing. Using semi-colons, colons or dashes to mark boundaries between independent clauses. Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

Narrative Myths and legend 2 weeks.	Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.  Plan their writing by: Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discussing and recording ideas. Using the present perfect form of verbs in contrast to the past tense. Using and punctuating direct speech.	Identifying how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.  Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Reading books that are structured in different ways and reading for a range of purposes. Drawing inferences such as inferring characters; feelings, thoughts and motives from their actions, and justifying inferences with evidence. In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Identifying how language, structure and presentation contribute to meaning. Ensuring the consistent and correct use of tense throughout a piece of writing.
Spring	Year 4	Year 5
<u>Narrative</u>	Organising paragraphs around a theme.	Making comparisons within and across books.
Stories from	In narratives, create settings, characters and plot.	Increasing their familiarity with a wide range of
different	Proposing changes to grammar and vocabulary to	books, including myths, legends and traditional
cultures.	improve consistency, including the accurate use of	stories, modern fiction, fiction from our literary
3 weeks	pronouns in sentences.	heritage, and books from other cultures and
	Using the present perfect form of verbs in contrast to	traditions.
	the past tense.	Asking questions to improve their understanding.
	Assessing the effectiveness of their own and others'	Assessing the effectiveness of their own and
	writing and suggesting improvements.	others' writing.
	Choosing nouns or pronouns appropriately for clarity	Using expanded noun phrases to convey
	and cohesion and to avoid repetition.	complicated information concisely.
	Using commas after fronted adverbials.	compression consission,
	Using and punctuating direct speech.	
Non-fiction	Organising paragraphs around a theme.	Provide reasoned justifications for their views.
Persuasive	Assessing the effectiveness of their own and others'	Précising longer passages.
texts.	writing and suggesting improvements.	Recognising vocabulary and structures that are
2 weeks	Extending the range of sentences with more than one	appropriate for formal speech and writing,
	clause by using a wider range of conjunctions,	including subjunctive forms.
	including when, if, because, although.	Using hyphens to avoid ambiguity.
	Learning the grammar for years 3 and 4 in English	
	Appendix 2.	
Non-fiction.	In non-narrative material, using simple organisational	Recognising vocabulary and structures that are
Y4 non	devices [for example, headings and sub-headings].	appropriate for formal speech and writing,
chronological	Extending the range of sentences with more than one	including subjunctive forms.
reports	clause by using a wider range of conjunctions,	Using hyphens to avoid ambiguity.
Y5 Formal	including when, if, because, although.	Using further organisational and presentational
reports –	Assessing the effectiveness of their own and others'	devices to structure text and to guide the reader
Radio/TV	writing and suggesting improvements.	[for example, headings, bullet points, underlining].
broadcasts	Extending the range of sentences with more than one	Using a colon to introduce a list.
2 weeks.	clause by using a wider range of conjunctions,	Punctuating bullet points consistently.
	including when, if, because, although.	
	Use and understand the grammatical terminology in	
Poetry	English Appendix 2. Using conjunctions, adverbs and prepositions to	Continuing to read and discuss an increasingly
Poetry Descriptive		Continuing to read and discuss an increasingly
Descriptive vocabulary.	express time and cause.	wide range of fiction, poetry, plays, non- fiction and reference books or textbooks.
i vocadiliatV.	1	and reference books of textbooks.

1 week	Discussing words and phrases that capture the reader's interest and imagination.	Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
Narrative Stories with morals e.g. Fables. 2 weeks	In narratives, creating settings, characters and plot. Assessing the effectiveness of their own and others' writing and suggesting improvements. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Using commas after fronted adverbials. Using and punctuating direct speech. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.	Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Recommending books that they have read to their peers, giving reasons for their choices.  Ensuring the consistent and correct use of tense throughout a piece of writing.  Using modal verbs or adverbs to indicate degrees of possibility.  Asking questions to improve their understanding.  Assessing the effectiveness of their own and others' writing.  Using expanded noun phrases to convey complicated information concisely.
Poetry	Proof-read for spelling and punctuation errors.	Learning a wider range of poetry by heart.
Structures Haiku and limericks.	Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is
1 week	Recognising some different forms of poetry [for example, free verse, narrative poetry]	clear to an audience. Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Recognising some different forms of poetry [for example, free verse, narrative poetry]
Non-fiction	Assessing the effectiveness of their own and others' write	ting and suggesting improvements.
Explanations.	Proposing changes to grammar and vocabulary to impro	ve consistency, including the accurate use of
2 weeks	pronouns in sentences. Choosing nouns or pronouns appropriately for clarity an Retrieve and record information from non-fiction. Composing and rehearsing sentences orally (including d vocabulary and an increasing range of sentence structure. In non-narrative material, using simple organisational definitions.	ialogue), progressively building a varied and rich
Summer	Year 4	Year 5
Narrative Fantasy Stories 3 weeks	In narratives, create settings, characters and plot Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Using conjunctions, adverbs and prepositions to express time and cause. Discussing words and phrases that capture the reader's interest and imagination. Identifying main ideas drawn from more than one paragraph and summarising these. Organising paragraphs around a theme. Indicating possession by using the possessive apostrophe with plural nouns. Using and punctuating direct speech. Using the present perfect form of verbs in contrast to the past tense.	Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.  Reading books that are structured in different ways and reading for a range of purposes.  Identifying and discussing themes and conventions in and across a wide range of writing.  In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.
Non-fiction Discussion Texts. 2 weeks	In non-narrative material, using simple organisational devices [for example, headings and sub-headings]. Proof-read for spelling and punctuation errors. Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.	Retrieve, record and present information from non-fiction. Summarising the main ideas drawn from more than one paragraph. Identifying key details that support the main ideas.

Poetry Classic Poetry. 1 week	Composing and rehearsing sentences orally (including dialogue). Progressively building a varied and rich vocabulary and an increasing range of sentence structures.  Using conjunctions, adverbs and prepositions to express time and cause. Discussing words and phrases that capture the reader's interest and imagination. Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading (all Poetry units). Identifying how language, structure, and presentation	Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. Using passive verbs to affect the presentation of information in a sentence.  Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.  Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Narrative Older Literature/ Stories with dilemmas 3 weeks	Discussing words and phrases that capture the reader's interest and imagination. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Identifying main ideas drawn from more than one paragraph and summarising these. Organising paragraphs around a theme. Using the present perfect form of verbs in contrast to the past tense. In narratives, creating settings, characters and plot. Indicating possession by using the possessive apostrophe with plural nouns. Proof-read for spelling and punctuation errors. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Using conjunctions, adverbs and prepositions to express time and cause. Using fronted adverbials.	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.  Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.  Ensuring correct subject and verb agreement when using singular and plural.  Distinguishing between the language of speech and writing and choosing the appropriate register.  Noting and developing initial ideas, drawing on reading and research where necessary.
Non-fiction Newspaper Reports. 2 weeks	Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.  Discussing and recording ideas.  Proof-read for spelling and punctuation errors.  Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.  Composing and rehearsing sentences orally (including dialogue).  Progressively building a varied and rich vocabulary and an increasing range of sentence structures.  Using conjunctions, adverbs and prepositions to express time and cause.  Retrieve and record information from non-fiction.	Distinguish between statements of fact and opinion.  Explain and discuss their understanding of what they have read, including through formal presentations and debates.  Maintaining a focus on the topic and using notes where necessary.  Noting and developing initial ideas, drawing on reading and research where necessary.  Using a wide range of devices to build cohesion within and across paragraphs proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.  Using brackets, dashes or commas to indicate parenthesis.
Poetry Classic Poems. 1 week	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.  Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.  Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

3.10 English Teaching Sequences by Class 5

	eaching Sequences by Class 5	V
Autumn	Year 5	Year 6
Narrative Descriptions:	Discuss and evaluate how authors use language,	Continuing to read and discuss an increasingly
characters, settings	including figurative language, considering the impact on the reader.	wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
and atmosphere.	Reading books that are structured in different ways	Drawing inferences such as inferring characters'
3 weeks.	and reading for a range of purposes.	feelings, thoughts and motives from their actions,
	Drawing inferences such as inferring characters;	and justifying inferences with evidence.
	feelings, thoughts and motives from their actions,	In narratives, describing settings, characters and
	and justifying inferences with evidence.	atmosphere and integrating dialogue to convey
	In writing narratives, considering how authors have	character and advance the action.
	developed characters and settings in what pupils	
	have read, listened to or seen performed.	
Non-fiction	Continuing to read and discuss an increasingly wide	Reading texts that are structured in different ways
Biographies &	range of fiction, poetry, plays, non- fiction and	and reading for a range of purposes.
Autobiographies.	reference books or textbooks.	Identifying how language, structure and
2 weeks	Noting and developing initial ideas, drawing on	presentation contribute to meaning using further
	reading and research where necessary.	organisational and presentational devices to
	Assessing the effectiveness of their own and others' writing.	structure text and to guide the reader [for example, headings, bullet points, underlining].
	Using the perfect form of verbs to mark relationships	Using modal verbs or adverbs to indicate degrees
	of time and cause.	of possibility.
	Using relative clauses beginning with who, which,	Using a colon to introduce a list.
	where, when, whose, that or with an implied (i.e.	Punctuating bullet points.
	omitted) relative pronoun.	S
Poetry	Selecting appropriate grammar and vocabulary,	Learning a wider range of poetry by heart.
Poems with	understanding how such choices can change and	Preparing poems and plays to read aloud and to
imagery.+ vocab	enhance meaning.	perform, showing understanding through
1 week	Discuss and evaluate how authors use language,	intonation, tone and volume so that the meaning
	including figurative language, considering the	is clear to an audience.
	impact on the reader.	Selecting appropriate grammar and vocabulary,
	Continuing to read and discuss an increasingly wide	understanding how such choices can change and
	range of fiction, poetry, plays, non- fiction and reference books or textbooks.	enhance meaning.  Discuss and evaluate how authors use language,
	reference books of textbooks.	including figurative language, considering the
		impact on the reader.
		Continuing to read and discuss an increasingly
		wide range of fiction, poetry, plays, non-fiction
		and reference books or textbooks.
<u>Narrative</u>	Recommending books that they have read to their	Making comparisons within and across books.
Playscripts.	peers, giving reasons for their choices.	Recommending books that they have read to their
2 weeks	In narratives, describing settings, characters and	peers, giving reasons for their choices.
	atmosphere and integrating dialogue to convey	Selecting appropriate grammar and vocabulary,
	character and advance the action.	understanding how such choices can change and
	Identifying the audience for and purpose of the	enhance meaning.
	writing, selecting the appropriate form and using	Using commas to clarify meaning or avoid
	other similar writing as models for their own.  Proposing changes to vocabulary, grammar and	ambiguity in writing.  Identifying and discussing themes and
	punctuation to enhance effects and clarify meaning.	conventions in and across a wide range of writing
	Using commas to clarify meaning or avoid	assessing the effectiveness of their own and
	ambiguity in writing.	others' writing.
		Using relative clauses beginning with who,
		which, where, when, whose, that or with an
		implied (i.e. omitted) relative pronoun.
		Using passive verbs to affect the presentation of
		information in a sentence.
Non-fiction	Reading texts that are structured in different ways and	
Diaries and letters.	Noting and developing initial ideas, drawing on readin	g and research where necessary.
2 weeks	Précising longer passages.	
	Using a wide range of devices to build cohesion within	and across paragraphs.
	Distinguish between statements of fact and opinion.	

	Identifying the audience for and purpose of the writin	g, selecting the appropriate form and using other
Poetry Classic Narrative Poetry. 2 weeks  Narrative Legends. 2 weeks	similar writing as models for their own.  Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.  Identifying how language, structure and presentation contribute to meaning.  Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.  Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.  Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.  Reading books that are structured in different ways and reading for a range of purposes.  Drawing inferences such as inferring characters; feelings, thoughts and motives from their actions, and justifying inferences with evidence.  In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.  Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.  Identifying how language, structure and presentation contribute to meaning.  Ensuring the consistent and correct use of tense throughout a piece of writing.	Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.  Identifying how language, structure and presentation contribute to meaning.  Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.  Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.  Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.  Reading books that are structured in different ways and reading for a range of purposes.  Drawing inferences such as inferring characters; feelings, thoughts and motives from their actions, and justifying inferences with evidence.  In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.  Identifying how language, structure and presentation contribute to meaning.  Ensuring the consistent and correct use of tense throughout a piece of writing.
Spring	Year 5	Year 6
Narrative	Making comparisons within and across books.	Checking that the book makes sense to them,
	Making comparisons within and across books.  Increasing their familiarity with a wide range of	
Narrative Stories from	Making comparisons within and across books. Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary	Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.  Proposing changes to vocabulary, grammar and
Narrative Stories from other cultures.	Making comparisons within and across books. Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.	Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.  Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify
Narrative Stories from other cultures.	Making comparisons within and across books. Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary	Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.  Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
Narrative Stories from other cultures.	Making comparisons within and across books. Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Asking questions to improve their understanding. Assessing the effectiveness of their own and others' writing.	Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.  Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.  In narratives, describing settings, characters and atmosphere and integrating dialogue to convey
Narrative Stories from other cultures.	Making comparisons within and across books. Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Asking questions to improve their understanding. Assessing the effectiveness of their own and others' writing. Using expanded noun phrases to convey complicated	Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.  Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.  In narratives, describing settings, characters and
Narrative Stories from other cultures.	Making comparisons within and across books. Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Asking questions to improve their understanding. Assessing the effectiveness of their own and others' writing.	Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.  Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.  In narratives, describing settings, characters and atmosphere and integrating dialogue to convey
Narrative Stories from other cultures. 3 weeks  Non-fiction Persuasive	Making comparisons within and across books.  Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.  Asking questions to improve their understanding.  Assessing the effectiveness of their own and others' writing.  Using expanded noun phrases to convey complicated information concisely.  Provide reasoned justifications for their views.  Précising longer passages.	Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.  Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.  In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.  Distinguish between statements of fact and opinion.
Narrative Stories from other cultures. 3 weeks  Non-fiction Persuasive Texts.	Making comparisons within and across books. Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Asking questions to improve their understanding. Assessing the effectiveness of their own and others' writing. Using expanded noun phrases to convey complicated information concisely. Provide reasoned justifications for their views. Précising longer passages. Recognising vocabulary and structures that are	Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.  Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.  In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.  Distinguish between statements of fact and opinion.  Identifying the audience for and purpose of the
Narrative Stories from other cultures. 3 weeks  Non-fiction Persuasive	Making comparisons within and across books.  Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.  Asking questions to improve their understanding.  Assessing the effectiveness of their own and others' writing.  Using expanded noun phrases to convey complicated information concisely.  Provide reasoned justifications for their views.  Précising longer passages.  Recognising vocabulary and structures that are appropriate for formal speech and writing, including	Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.  Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.  In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.  Distinguish between statements of fact and opinion.  Identifying the audience for and purpose of the writing, selecting the appropriate form and using
Narrative Stories from other cultures. 3 weeks  Non-fiction Persuasive Texts.	Making comparisons within and across books. Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Asking questions to improve their understanding. Assessing the effectiveness of their own and others' writing. Using expanded noun phrases to convey complicated information concisely. Provide reasoned justifications for their views. Précising longer passages. Recognising vocabulary and structures that are	Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.  Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.  In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.  Distinguish between statements of fact and opinion.  Identifying the audience for and purpose of the
Narrative Stories from other cultures. 3 weeks  Non-fiction Persuasive Texts.	Making comparisons within and across books. Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Asking questions to improve their understanding. Assessing the effectiveness of their own and others' writing. Using expanded noun phrases to convey complicated information concisely. Provide reasoned justifications for their views. Précising longer passages. Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.	Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.  Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.  In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.  Distinguish between statements of fact and opinion.  Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.  Selecting appropriate grammar and vocabulary, understanding how such choices can change and
Narrative Stories from other cultures. 3 weeks  Non-fiction Persuasive Texts.	Making comparisons within and across books. Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Asking questions to improve their understanding. Assessing the effectiveness of their own and others' writing. Using expanded noun phrases to convey complicated information concisely. Provide reasoned justifications for their views. Précising longer passages. Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.	Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.  Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.  In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.  Distinguish between statements of fact and opinion.  Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.  Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
Narrative Stories from other cultures. 3 weeks  Non-fiction Persuasive Texts.	Making comparisons within and across books. Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Asking questions to improve their understanding. Assessing the effectiveness of their own and others' writing. Using expanded noun phrases to convey complicated information concisely. Provide reasoned justifications for their views. Précising longer passages. Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.	Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.  Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.  In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.  Distinguish between statements of fact and opinion.  Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.  Selecting appropriate grammar and vocabulary, understanding how such choices can change and
Narrative Stories from other cultures. 3 weeks  Non-fiction Persuasive Texts. 2 weeks	Making comparisons within and across books. Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Asking questions to improve their understanding. Assessing the effectiveness of their own and others' writing. Using expanded noun phrases to convey complicated information concisely. Provide reasoned justifications for their views. Précising longer passages. Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. Using hyphens to avoid ambiguity.	Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.  Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.  In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.  Distinguish between statements of fact and opinion.  Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.  Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.  Using commas to clarify meaning or avoid
Narrative Stories from other cultures. 3 weeks  Non-fiction Persuasive Texts. 2 weeks  Non-fiction Newspaper	Making comparisons within and across books. Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Asking questions to improve their understanding. Assessing the effectiveness of their own and others' writing. Using expanded noun phrases to convey complicated information concisely. Provide reasoned justifications for their views. Précising longer passages. Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. Using hyphens to avoid ambiguity.	Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.  Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.  In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.  Distinguish between statements of fact and opinion.  Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.  Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.  Using commas to clarify meaning or avoid
Narrative Stories from other cultures. 3 weeks  Non-fiction Persuasive Texts. 2 weeks  Non-fiction Newspaper Reports.	Making comparisons within and across books. Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Asking questions to improve their understanding. Assessing the effectiveness of their own and others' writing. Using expanded noun phrases to convey complicated information concisely. Provide reasoned justifications for their views. Précising longer passages. Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. Using hyphens to avoid ambiguity.	Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.  Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.  In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.  Distinguish between statements of fact and opinion.  Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.  Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.  Using commas to clarify meaning or avoid
Narrative Stories from other cultures. 3 weeks  Non-fiction Persuasive Texts. 2 weeks  Non-fiction Newspaper	Making comparisons within and across books. Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Asking questions to improve their understanding. Assessing the effectiveness of their own and others' writing. Using expanded noun phrases to convey complicated information concisely. Provide reasoned justifications for their views. Précising longer passages. Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. Using hyphens to avoid ambiguity.	Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.  Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.  In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.  Distinguish between statements of fact and opinion.  Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.  Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.  Using commas to clarify meaning or avoid
Narrative Stories from other cultures. 3 weeks  Non-fiction Persuasive Texts. 2 weeks  Non-fiction Newspaper Reports.	Making comparisons within and across books. Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Asking questions to improve their understanding. Assessing the effectiveness of their own and others' writing. Using expanded noun phrases to convey complicated information concisely. Provide reasoned justifications for their views. Précising longer passages. Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. Using hyphens to avoid ambiguity.  Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. Using hyphens to avoid ambiguity. Using further organisational and presentational devices to structure text and to guide the reader [for	Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.  Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.  In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.  Distinguish between statements of fact and opinion.  Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.  Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.  Using commas to clarify meaning or avoid
Narrative Stories from other cultures. 3 weeks  Non-fiction Persuasive Texts. 2 weeks  Non-fiction Newspaper Reports.	Making comparisons within and across books. Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Asking questions to improve their understanding. Assessing the effectiveness of their own and others' writing. Using expanded noun phrases to convey complicated information concisely. Provide reasoned justifications for their views. Précising longer passages. Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. Using hyphens to avoid ambiguity.  Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. Using hyphens to avoid ambiguity. Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].	Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.  Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.  In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.  Distinguish between statements of fact and opinion.  Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.  Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.  Using commas to clarify meaning or avoid
Narrative Stories from other cultures. 3 weeks  Non-fiction Persuasive Texts. 2 weeks  Non-fiction Newspaper Reports.	Making comparisons within and across books. Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Asking questions to improve their understanding. Assessing the effectiveness of their own and others' writing. Using expanded noun phrases to convey complicated information concisely. Provide reasoned justifications for their views. Précising longer passages. Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. Using hyphens to avoid ambiguity.  Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. Using hyphens to avoid ambiguity. Using further organisational and presentational devices to structure text and to guide the reader [for	Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.  Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.  In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.  Distinguish between statements of fact and opinion.  Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.  Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.  Using commas to clarify meaning or avoid

Poetry Descriptive Vocabulary. 1 week	Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non- fiction and reference books or textbooks.  Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.  Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non- fiction and reference books or textbooks.  Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.  Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
Narrative Historical stories. 2 weeks	Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Recommending books that they have read to their peers, giving reasons for their choices.  Ensuring the consistent and correct use of tense throughout a piece of writing.  Using modal verbs or adverbs to indicate degrees of possibility.  Asking questions to improve their understanding.  Assessing the effectiveness of their own and others' writing.  Using expanded noun phrases to convey complicated information concisely.	Learning the grammar for years 5 and 6 in English Appendix 2.  Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.  Using passive verbs to affect the presentation of information in a sentence.  Using brackets, dashes or commas to indicate parenthesis.  Using semi-colons, colons or dashes to mark boundaries between independent clauses.  Using a colon to introduce a list.  Punctuating bullet points consistently.  In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
Poetry 1 week	Learning a wider range of poetry by heart.  Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.  Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.  Recognising some different forms of poetry [for example, free verse, narrative poetry]	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.  Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.
Non-fiction Explanation Texts. 2 weeks	Year 5	Retrieve, record and present information from non- fiction proof-read for spelling and punctuation errors. Using expanded noun phrases to convey complicated information concisely. Using semi-colons, colons or dashes to mark boundaries between independent clauses. Using hyphens to avoid ambiguity.  Year 6
Narrative Traditional Tales and Legends. 3 weeks  Non-fiction Discussion texts and	Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Reading books that are structured in different ways and reading for a range of purposes. Identifying and discussing themes and conventions in and across a wide range of writing.  In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.  Retrieve, record and present information from nonfiction.	Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.  Predicting what might happen from details stated and implied.  In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.  Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on

2 weeks	Summarising the main ideas drawn from more than one paragraph. Identifying key details that support the main ideas.  Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].  Using passive verbs to affect the presentation of information in a sentence.	Provide reasoned justifications for their views. Reading texts that are structured in different ways and reading for a range of purposes. Noting and developing initial ideas, drawing on reading and research where necessary. Précising longer passages. Using a wide range of devices to build cohesion within and across paragraphs.
Poetry Poems with figurative language.  1 week	Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.  Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	Asking questions to improve their understanding. Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.  Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.  Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Narrative Classic Fiction. 3 weeks	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.  Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.  Ensuring correct subject and verb agreement when using singular and plural.  Distinguishing between the language of speech and writing and choosing the appropriate register.  Noting and developing initial ideas, drawing on reading and research where necessary.	In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.  Ensuring correct subject and verb agreement when using singular and plural.  Distinguishing between the language of speech and writing and choosing the appropriate register.
Non-fiction Formal Reports Radio/TV broadcasts 2 weeks	Distinguish between statements of fact and opinion. Explain and discuss their understanding of what they have read, including through formal presentations and debates.  Maintaining a focus on the topic and using notes where necessary.  Noting and developing initial ideas, drawing on reading and research where necessary.  Using a wide range of devices to build cohesion within and across paragraphs proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.  Using brackets, dashes or commas to indicate parenthesis.	Reading texts that are structured in different ways and reading for a range of purposes.  Noting and developing initial ideas, drawing on reading and research where necessary.  Précising longer passages.  Using a wide range of devices to build cohesion within and across paragraphs.  Distinguish between statements of fact and opinion.  Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.  Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas ensuring the consistent and correct use of tense throughout a piece of writing.  Using the perfect form of verbs to mark relationships of time and cause.  Using passive verbs to affect the presentation of information in a sentence.
Narrative Science Fiction. 2 weeks	Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern from other cultures and traditions.  Predicting what might happen from details stated and im In writing narratives, consider how authors have develop listened to or seen performed.  Ensuring correct subject and verb agreement when using Distinguishing between the language of speech and writing the state of	fiction, fiction from our literary heritage, and books aplied.  bed characters and settings in what pupils have read,  g singular and plural.

# 3.11 Hanging Heaton C of E (VC) J & I School Phonics Summary Outline -2020/21-

#### Intent

Our Phonics Programme offers a coherently planned sequence of lessons that supports the effective teaching of phonics within EYFS and KS1 and intends to not only provide children with opportunities to develop the knowledge, skills and understanding essential for reading and writing, but also, to develop each child's confidence, resilience and engagement in phonics lessons and a love for reading and writing. This programme will prepare children for the statutory year 1 phonics screening check and is based on the DfE's Letters and Sounds document.

In reception, children work within Phases 2-4. Here learners are introduced to phonemes/sounds and graphemes/letters systematically. They also learn to develop and apply blending and segmenting skills for reading and writing.

Within KS1, children work within Phases 5 (Year 1) and 6 (Year 2). The coherently planned sequence of lessons within Phase 5 allows opportunities for children to apply their phonics knowledge and skills as the prime approach to reading and spelling. It focuses on phonetically decodable two-syllable and three-syllable words and the alternative ways of pronouncing and representing the long vowel phonemes. Furthermore, children will develop their ability to attempt to read and spell increasingly complex words. By Phase 6, children explore spelling patterns and grammar while also developing a breadth of knowledge, skills and understanding in the recognition and spelling of common exception words.

#### **Implementation**

The Phonics Progression Map is help centrally within the respective Pupil Tracking and Progress document for each year group and sets clear expectations for pupil's progress. These should be updated at least termly. This allows headteachers, senior leaders, teachers and practitioners to track pupil's progress. It provides opportunities for data analysis and encourages discussions around pupil progress, group progress, future learning and misconceptions, enabling school to respond and adapt teaching within the programme to provide additional support and challenge to pupils.

Daily phonics sessions take place daily in year groups. Within these sessions provision is also made for the introduction and assessing of spellings which should tie in with the spelling pattern and tricky words being taught and also guided reading sessions.

Wherever possible all children should follow at the same pace as the rest of their cohort with additional sessions held for those children who need to also catch up. However there are also two additional adults available to take a small number of children out to reinforce missing sounds on an adhoc basis or to take out guided reading groups which may include children from different year groups. It is however important that any children are not removed from the whole week when they would miss the introduction of new sounds and as such fall further behind their peers.

In addition, towards the end of Year 1, children are also exposed to regular practise of Phonics Checks to make sure that they are confident with the process which surrounds the Statutory Check.

Specific sounds and spellings per week in each of the three year groups can be found on the following pages. It is envisaged that spellings within Reception concentrate solely on tricky words and some simple CVC, CCVC and CVCC words and are provided on a cumulative basis, i.e. not progressed to the next spelling until the earlier words are secure.

#### **Impact**

Our desire is to create lifelong readers who are able to face increasingly complex words with confidence. Our success in the recent past has shown:

	2017	2018	2019
Year 1	81%	94%	89%
Year 2 resits	67%	100%	0% (1 SEND child)

#### Reception - Phase 2, 3 & 4

#### Phase 2

By the end of Phase 2, children should be able to:

- · give the phoneme when shown any Phase 2 grapheme; find any Phase two grapheme, from a display, when given the phoneme;
- orally blend and segment CVC words;
- blend and segment in order to read and spell (using magnetic letters) VC words, e.g. as if, am, on, up and nonsense words, such as ip, ug and ock;
- read the five tricky words the, to, I, no, go.

			Week			
	1	2	3	4	5	6
Sounds	s, a, t, p	i, n, m, d	g, o, c, <b>k</b>	ck, e, u, r	h, b, f, ff, I, II, ss	all Phase 2 GPCs
Tricky Words				to, the	no, go, I	

#### Phase 3

By the end of Phase 3, children should be able to:

- give the phoneme when shown all or most Phase 2 and Phase 3 graphemes;
- find all or most Phase 2 and Phase 3 graphemes, from a display, when given the phoneme;
- blend and read CVC words (single-syllable words consisting of Phase two and Phase three graphemes);
- segment and make a phonetically plausible attempt at spelling CVC words (single-sylla- ble words consisting of Phase 2 and Phase 3 graphemes);
- · read the tricky words he, she, we, me, be, was, my, you, her, they, all, are;
- spell the tricky words the, to, I, no, go;
- write each letter correctly when following a model.

						Week						
	1	2	3	4	5	6	7	8	9	10	11	12
Sounds	j, v, w, ×	y, z, zz, qu, ch	sh, th, th, ng	ai, ee, igh, oa	oo, oo, ar, or	ur, ow, oi, ear	air, ure, er	all Phase 3 GPCs	all Phase 3 GPCs	trigraphs and consonant digraphs	recap j, v, w, x and vowel digraphs	all Phase 3 GPCs
Tricky Words Reading	all Phase 2 tricky words	he, she	we, me, be	was	my	you	they	here	all, are	was, my (recap)	we, they (recap)	all Phase 3 tricky words
Tricky Words Spelling		the, to		no, go, I								the, to, no, go I

#### Phase 4

By the end of Phase 4, children should be able to:

- give the phoneme when shown any Phase 2 and Phase 3 grapheme;
- find any Phase 2 and Phase 3 grapheme, from a display, when given the phoneme;
- be able to blend and read words containing adjacent consonants;
- be able to segment and spell words containing adjacent consonants;
- be able to read the tricky words some, one, said, come, do, so, were, when, have, there, out, like, little, what;
- be able to spell the tricky words he, she, we, me, be, was, my, you, her, they, all, are;
- · write each letter, usually correctly.

		Week		
	1	2	3	4
Sounds	Final consonant blends	Initial consonant blends	Consonant blends	Consonant blends
Tricky Words Reading	said, so	have, like, come, some	were, there, little, one	do, when, out, what
Tricky Words Spelling	he, be, we, she, me	was, you	they, are, all	my, her, here

#### Year 1 - Phase 5

#### By the end of Phase 5, children should be able to:

- give the phoneme when shown any grapheme that has been taught;
- for any given phoneme, write the common graphemes;
- apply phonics knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable;
- read and spell phonically decodable two-syllable and three-syllable words;
- read automatically all the words in the list of 100 high-frequency words;
- accurately spell most of the words in the list of 100 high-frequency words;
- form each letter correctly;
- Use alternative ways of pronouncing and representing the long vowel phonemes.

	·	• 1	J 1		Week					
	1	2	3	4	5	6	7	8	9	10
Sounds	'ay' saying /ai/	'oy' saying	'ie' saying	'ea' saying	'a_e' saying	'i_e' 'o_e'	'u_e' 'e_e'	'ou' saying	long vowel	'ch' saying
		/oi/	/igh/	/ee/	/ai/			/ow/	sounds	/c/ 'ch' saying
										/sh/
Regular Spellings	day	toy	pie	sea	snake	bike	use	our	apricot	school
	may	boy	lie	bead	game	time	cube	about	kind	Christmas
	say	joy	tie	read	cake	pine	fume	cloud	wild	chemist
	play	enjoy	die	seat	ate	prize	tube	scout	lion	chord
	clay	destroy	cried	meat	same	bone	these	sprout	human	echo
	tray	annoy	tried	heap	make	home	theme	proud	gold	chef
	spray	employ	spied	treat	name	note	even	sound	cold	parachute
	crayon	royal	fried	least	came	alone	complete	ground	both	chute
Common										
Exception Words	could	would	oh	Mr	love	people	called	water		thought
Reading	should	want	their	Mrs	your	looked	asked	where	why	through
Common										
Exception Words	said	have	some	were	little	do	what	should	want	Mr
Spelling	so	like	come	there	one	when	could	would	their	Mrs

					Week					
	11	12	13	14	15	16	17	18	19	20
Sounds	'ir' saying /er/	'ue' saying / yoo/ and /oo/	'ew' saying /yoo/ and /oo/	'y' & ey saying /ee/	'aw' and 'au' saying /or/	'ow' and 'oe' saying /oa/	'wh' saying /w/	'c' saying /s/ 'g' saying /j/	'ph' saying /f/	'ea' saying /e/
Regular	stir	due	few	very	saw	low	white	gem	phone	head
Spellings	girl	venue	new	family	paw	slow	whisper	magic	dolphin	bread
	bird	fuel	dew	body	draw	window	whiskers	giant	elephant	ready
	shirt	argue	stew	happy	yawn	own	whine	ginger	alphabet	deaf
	dirt	clue	blew	sunny	August	toe	whale	cell	photo	healthy
	third	glue	chew	monkey	launch	hoe	which	city	microphone	weather
	•	true	grew	key	laundry	doe	while	face	graph	instead
	thirteen	blue	drew	hairy	astronaut	goes	wheel	slice	orphan	breakfast
Common	work	many	because	any	friend	once	lived	Monday	Wednesday	more
Exception	house	laughed	different	eyes	also	please	coming	Tuesday	Thursday	before
Words	nouse	laughea	different	eyes	uiso	pieuse	coming	ruesuuy	Thui saay	Deloie
Reading										
Common										
Exception	love	people	asked	water	who	thought	work	many	because	any
Words	your	looked	called	where	why	through	house	laughed	different	eyes
Spelling										

					Week					
	21	22	23	24	25	26	27	28	29	30
Sounds	'ie' saying /ee/	suffix -ed	suffix -s and -es	suffix -er and -est	'tch' saying /ch/	adding - ing and -er to verbs	'are' and ear' saying /air/	've' saying /v/	'ore' saying /or/	prefix un-
Regular	chief	jumped	skirts	louder	catch	playing	stare	live	more	unwell
Spellings	brief	looked	raincoats	fresher	match	helping	care	give	core	unkind
	field	gasped	hoodies	quicker	fetch	teaching	share	have	sore	unlock
	shield	yelled	bracelets	colder	witch	singing	dare	serve	score	unfair
	priest	hunted	glasses	loudest	stitch	player	tear	leave	shore	untie
	shriek	started	buses	freshest	ditch	helper	wear	active	adore	undo
	thief	shouted	boxes	quickest	crutch	teacher	bear	relative	before	unpack
	relief	wished	wishes	coldest	kitchen	singer	pear	believe	explore	unsafe
Common Exception Words Reading	January February	April July	August October	November December	door floor	prince princess	autumn school	know baby	other whole	talk two
Common Exception Words	friend once	please lived	more coming	Monday Tuesday	Wednesday Thursday	also before	January February	April July	August October	November December
Spelling										

#### Year 2 - Phase 6

By the end of Phase 6, children should be able to:

- read accurately most words of two or more syllables;
- read most words containing common suffixes;
- read most common exception words;
- · read most words accurately, in age appropriate books, without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words;
- sound out most unfamiliar words accurately, without undue hesitation;
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others;

spell most common exception words correctly.

					Week					
	1	2	3	4	5	6	7	8	9	10
Spelling Pattern	'y' saying /igh/	'dge' and 'ge' saying /j/	adding - es to words ending in y	'gn' saying /n/	'kn' saying /n/	adding -ed, -ing to words ending in y	'wr' saying /r/	'le' saying /l/	adding -er, -est to words ending in y	'el' saying /l/
Regular Spellings	by	edge	flies	gnome	knight	copied	wrong	bubble	happier	camel
	try	hedge	cries	sign	knee	copying	wren	middle	happiest	travel
	dry	badge	spies	gnaw	knot	worried	wrist	table	easier	chisel
	sky	bridge	replies	gnat	knife	worrying	wrap	apple	easiest	squirrel
	fly	change	babies	design	knock	annoying	write	little	funnier	tunnel
	sly	large	teddies	gnarl	know	annoyed	wrote	puddle	funniest	funnel
	spy	orange	carries	gnash	knapsack	studying	wring	giggle	luckier	towel
	reply	challenge	hurries		knowledge	studied	wreck	cuddle	luckiest	tinsel
Common Exception	door	prince	autumn	know	mother	talk	world	poor	break	busy
Words Spelling	floor	princess	school	baby	another	two	work	great	steak	clothes
Grammar	capital letters	proper nouns	plural nouns	alphabetical	alphabetical	verbs	adverbs	common nouns	adjectives and	commas in
	and full stops	(names)		order (1) -	order			(revision)	expanded noun	lists
				first/ second	(2) - second/				phrases	

Week

	11	12	13	14	15	16	17	18	19	20
Spelling Pattern	'al' and 'il' saying /l/	adding -ed, - er to words ending with e	'eer' saying /ear/	ture	adding -est, -y to words ending with e	'mb' saying /m/	'al' saying /or/	adding -ing , - ed to CVC, CCVC	'o' saying /u/	'ey' saying /ee/
Regular Spellings										
	festival total pupil April medal local pencil nostril	hiked hiker timed timer braved braver baked baker	steer career volunteer cheer sheer peer deer meerkat	future picture sculpture nature vulture adventure creature capture	nicest bravest finest largest shiny sparkly noisy slimy	lamb limb comb numb climb thumb crumb bomb	all call hall small walk talk chalk almost	patting humming dropping shopping jogged fitted clapped stopped	brother son above wonder worry glove cover month	key monkey donkey honey money chimney valley turkey
Common Exception Words Spelling	whole Easter	again most	only both	please use	money parents	every everybody	pretty beautiful	England Ireland	always after	everyone mouse
Grammar	capital letters for place names	regular past tense	regular present tense	question marks and commands	exclamations and statements	using a dictionary (1) - finding definitions	coordinating conjunctions	irregular past tense	exciting words (1) - alt words for said	exclamation marks (to show emotion/ shouting)

Week										
	21	22	23	24	25	26	27	28	29	30
Spelling Pattern	adding -er, - est, -y to CVC and CVCC words	contractions	'war' saying / wor/ 'wor' saying /wur/	suffixes -ment, -ness	's' saying /zh/	'wa' saying / wo/ and 'qua' saying /quo/	tion	suffixes -ful, -less, -ly	homophones/ near homophones	prefix dis-
Regular Spellings	longer wetter warmer hottest coldest windy funny sunny	can't we'd I've couldn't you'll should've didn't could've	war ward warm towards world worst work worth	enjoyment payment excitement movement fairness kindness tidiness happiness	usual casual treasure pleasure measure Asia visual closure	want watch wash swap quality squash squabble quantity	action motion description station section adoption portion fiction	graceful wonderful powerful breathless careless badly happily luckily	hear here there their bear bare quiet quite	dislike disappear disagree disappoint disconnect dishonest disqualify disobey
Common Exception Words Spelling	four eight	aunt father	prove improve	hour move	sure sugar	half quarter	straight weight	caught daughter	forty area	heard early
Grammar	improving sentences (1) - adjectives and nouns	contractions	subordinating conjunctions	improving sentences (2) - verbs and adverbs	exciting words (2) - using a thesaurus	possessive apostrophe	improving sentences (2) - when, if, because	speech marks	commas in speech	using a dictionary (2) - checking spellings