

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 in 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%	0% (1 SEND child)

Impact Reading

2017				2018				2019			
KS1		KS2		KS1		KS2		KS1		KS2	
		Progress 0.8				Progress 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

2017				2018				2019			
KS1		KS2		KS1		KS2		KS1		KS2	
		Progress 1.7				Progress -0.2				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, l, ll, 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	Y3	Y4	Y5	Y6
Reading-Word	<p>Has some favourite stories, rhymes, songs, poems or jingles.</p> <p>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 ...'.</p> <p>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</p>	<p>Apply phonic knowledge and skills as the route to decode words</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</p> <p>Read other words of more than one</p>	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>read accurately words of two or more syllables that contain the same graphemes as above</p> <p>read words containing common suffixes</p> <p>read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p>	<p>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</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>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</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>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.</p>	<p>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.</p>

	<p>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.</p> <p><u>Early Learning Goal</u></p> <p>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.</p>	<p>syllable that contain taught GPCs</p> <p>Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</p> <p>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</p> <p>Re-read books to build up their fluency and confidence in word reading.</p>	<p>read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p>				
Reading-Comp	COMMUNICATION AND LANGUAGE	develop pleasure in reading, motivation	<u>Develop pleasure in reading, motivation to read, vocabulary</u>	<u>Develop positive attitudes to reading</u>	<u>Develop positive attitudes to reading</u>	<u>Maintain positive attitudes to reading</u>	<u>Maintain positive attitudes to reading</u>

<p>UNDERSTANDING Understands use of objects (e.g. "What do we use to cut things?") Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. Responds to simple instructions, e.g. to get or put away an object. Beginning to understand 'why' and 'how' questions. Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion.</p> <p><u>Early Learning Goal</u></p>	<p>to read, vocabulary and understanding understand both the books they can already read accurately and fluently and those they listen to 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 them.</p>	<p><u>and understanding by:</u></p> <p>listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>discussing the sequence of events in books and how items of information are related</p> <p>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>being introduced to non-fiction books that are structured in different ways</p> <p>recognising simple recurring literary language in stories and poetry</p>	<p><u>and understanding of what they read by:</u></p> <p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>Using dictionaries to check the meaning of words that they have read</p> <p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>Identifying themes and conventions in a wide range of books</p> <p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p>	<p><u>and understanding of what they read by:</u></p> <p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>Using dictionaries to check the meaning of words that they have read</p> <p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>Identifying themes and conventions in a wide range of books</p> <p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p>	<p><u>and understanding of what they read by:</u></p> <p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>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</p> <p>Recommending books that they have read to their peers, giving reasons for their choices</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing</p>	<p><u>and understanding of what they read by:</u></p> <p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>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</p> <p>Recommending books that they have read to their peers, giving reasons for their choices</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing</p>	<p><u>and understanding of what they read by:</u></p> <p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>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</p> <p>Recommending books that they have read to their peers, giving reasons for their choices</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing</p>
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	<p>Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p><u>SPEAKING</u></p> <p>Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. Holds a conversation, jumping from topic to topic.</p> <p>Learns new words very rapidly and is able to use them in communicating. Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it'.</p> <p>Uses a variety of questions (e.g. <i>what, where, who</i>). Uses simple sentences (e.g. 'Mummy gonna work'.)</p>		<p>discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases</p> <p>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p><u>understand both the books that they can already read accurately and fluently and those that they listen to by:</u></p> <p>drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>checking that the text makes sense to them as they read and correcting inaccurate reading</p>	<p>Discussing words and phrases that capture the reader's interest and imagination</p> <p>Recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p><u>Understand what they read, in books they can read independently, by:</u></p> <p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>Asking questions to improve their understanding of a text</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>Discussing words and phrases that capture the reader's interest and imagination</p> <p>Recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p><u>Understand what they read, in books they can read independently, by:</u></p> <p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>Asking questions to improve their understanding of a text</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>Making comparisons within and across books</p> <p>Learning a wider range of poetry by heart</p> <p>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</p> <p><u>Understand what they read by:</u></p> <p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>Asking questions to improve their understanding</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>Making comparisons within and across books</p> <p>Learning a wider range of poetry by heart</p> <p>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</p> <p><u>Understand what they read by:</u></p> <p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>Asking questions to improve their understanding</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>
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	<p>Beginning to use word endings (e.g. <i>going, cats</i>). Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>). Can retell a simple past event in correct order (e.g. <i>went down, slide, hurt finger</i>). Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i>. Uses a range of tenses (e.g. <i>play, playing, will play, played</i>). Uses intonation, rhythm and phrasing to make the meaning clear to others. Uses vocabulary focused on objects and people that</p>		<p>making inferences on the basis of what is being said and done answering and asking questions</p> <p>predicting what might happen on the basis of what has been read so far</p> <p>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	<p>Predicting what might happen from details stated and implied</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these identifying how language, structure, and presentation contribute to meaning</p> <p>Retrieve and record information from non-fiction</p> <p>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.</p>	<p>Predicting what might happen from details stated and implied</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these identifying how language, structure, and presentation contribute to meaning</p> <p>Retrieve and record information from non-fiction</p> <p>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.</p>	<p>Predicting what might happen from details stated and implied</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Identifying how language, structure and presentation contribute to meaning</p> <p><u>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</u></p> <p><u>Distinguish between statements of fact and opinion</u></p> <p><u>Retrieve, record and present information from non-fiction</u> <u>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</u></p>	<p>Predicting what might happen from details stated and implied</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Identifying how language, structure and presentation contribute to meaning</p> <p><u>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</u></p> <p><u>Distinguish between statements of fact and opinion</u></p> <p><u>Retrieve, record and present information from non-fiction</u> <u>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</u></p>
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	<p>are of particular importance to them. Builds up vocabulary that reflects the breadth of their experiences. Uses talk in pretending that objects stand for something else in play, e.g, 'This box is my castle.' Extends vocabulary, 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</p>					<p><u>challenging views</u> <u>courteously</u></p> <p><u>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</u></p> <p><u>Provide reasoned justifications for their views.</u></p>	<p><u>challenging views</u> <u>courteously</u></p> <p><u>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</u></p> <p><u>Provide reasoned justifications for their views.</u></p>
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	<p>narrative into their play.</p> <p><u>Early Learning Goal</u></p> <p>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.</p> <p>They develop their own narratives and explanations by connecting ideas or events.</p> <p><i>Read and understand simple sentences.</i></p>						
Writing-transcription	<p>Sometimes gives meaning to marks as they draw and paint.</p> <p>Ascribes meanings to marks that they see in different places.</p> <p>Gives meaning to marks they make as they draw, write and paint.</p> <p>Begins to break the flow of speech into words.</p>	<p>Name the letters of the alphabet:</p> <p>Add prefixes and suffixes:</p> <p>Apply simple spelling rules and guidance, as listed in English Appendix 1</p> <p>Write from memory simple sentences dictated by the teacher that include</p>	<p><u>spell by:</u></p> <p>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words</p>	<p>Use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>Spell further homophones</p> <p>Spell words that are often misspelt (English Appendix 1)</p> <p>Place the possessive apostrophe accurately</p>	<p>Use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>Spell further homophones</p> <p>Spell words that are often misspelt (English Appendix 1)</p> <p>Place the possessive apostrophe accurately</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>Spell some words with 'silent' letters [for example, knight, psalm, solemn]</p> <p>Continue to distinguish between homophones and other words which are often confused</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>Spell some words with 'silent' letters [for example, knight, psalm, solemn]</p> <p>Continue to distinguish between homophones and other words which are often confused</p>

	<p>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.</p> <p><u>Early Learning Goal</u></p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common</p>	<p>words using the GPCs and common exception words taught so far.</p>	<p>with each spelling, including a few common homophones</p> <p>Learning to spell common exception words</p> <p>Learning to spell more words with contracted forms</p> <p>learning the possessive apostrophe (singular) [for example, the girl's book]</p> <p>distinguishing between homophones and near-homophones</p> <p>add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</p> <p>Apply spelling rules and guidance, as listed in English Appendix 1</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common</p>	<p>in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</p> <p>use dictionaries to check the spelling and meaning of words</p> <p>use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>Use a thesaurus</p>	<p>knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</p> <p>use dictionaries to check the spelling and meaning of words</p> <p>use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>Use a thesaurus</p>
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	words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. <i>Uses phonic knowledge to write simple words.</i>		exception words and punctuation taught so far.				
Writing-handwriting	<p>Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p>Holds pencil near point between first two fingers and thumb and uses it with good control.</p> <p>Can copy some letters, e.g. letters from their name.</p> <p>Shows a preference for a dominant hand.</p> <p>Begins to use anticlockwise movement and retrace vertical lines.</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters</p> <p>Form digits 0-9</p> <p>Understand which letters belong to which handwriting 'families' and to practise these.</p>	<p>Form lower-case letters of the correct size relative to one another</p> <p>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</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p>	<p>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</p> <p>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].</p>	<p>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</p> <p>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].</p>	<p><u>ite legibly, fluently and with increasing speed by:</u></p> <p>osing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Choosing the writing implement that is best suited for a task</p>	<p><u>ite legibly, fluently and with increasing speed by:</u></p> <p>osing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Choosing the writing implement that is best suited for a task</p>

	<p>Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p><u>Early Learning 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.</p>		<p>Use spacing between words that reflects the size of the letters.</p>				
Writing-composition	<p><u>Early Learning Goal</u> Children express themselves effectively, showing awareness of listeners' needs.</p>	<p><u>Write sentences by:</u> saying out loud what they are going to write about composing a sentence orally before writing it</p>	<p><u>Develop positive attitudes towards and stamina for writing by:</u> writing narratives about personal experiences and</p>	<p><u>Plan their writing by:</u> discussing writing similar to that which they are planning to write in order to understand and learn from its</p>	<p><u>Plan their writing by:</u> discussing writing similar to that which they are planning to write in order to understand and learn from its</p>	<p><u>Plan their writing by:</u> Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar</p>	<p><u>Plan their writing by:</u> Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar</p>

<p>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.</p>	<p>sequencing sentences to form short narratives</p> <p>re-reading what they have written to check that it makes sense</p> <p>discuss what they have written with the teacher or other pupils</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>those of others (real and fictional)</p> <p>writing about real events</p> <p>writing poetry</p> <p>writing for different purposes</p> <p><u>consider what they are going to write before beginning by:</u></p> <p>Planning or saying out loud what they are going to write about</p> <p>Writing down ideas and/or key words, including new vocabulary</p> <p>Encapsulating what they want to say, sentence by sentence</p> <p>Make simple additions, revisions and corrections to their own writing by:</p> <p>Evaluating their writing with the teacher and other pupils</p>	<p>structure, vocabulary and grammar</p> <p>discussing and recording ideas</p> <p><u>raft and write by:</u></p> <p>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</p> <p>organising paragraphs around a theme</p> <p>narratives, creating settings, characters and plot</p> <p>non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p><u>valuate and edit by:</u></p> <p>assessing the effectiveness of their own and others'</p>	<p>structure, vocabulary and grammar</p> <p>discussing and recording ideas</p> <p><u>raft and write by:</u></p> <p>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</p> <p>organising paragraphs around a theme</p> <p>narratives, creating settings, characters and plot</p> <p>non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p><u>valuate and edit by:</u></p> <p>assessing the effectiveness of their own and others'</p>	<p>writing as models for their own</p> <p>Noting and developing initial ideas, drawing on reading and research where necessary</p> <p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p><u>Draft and write by:</u></p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>Précising longer passages</p>	<p>writing as models for their own</p> <p>Noting and developing initial ideas, drawing on reading and research where necessary</p> <p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p><u>Draft and write by:</u></p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>Précising longer passages</p>
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			<p>Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>writing and suggesting improvements</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p><u>of-read for spelling and punctuation errors</u></p> <p><u>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.</u></p>	<p>writing and suggesting improvements</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p><u>of-read for spelling and punctuation errors</u></p> <p><u>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.</u></p>	<p>Using a wide range of devices to build cohesion within and across paragraphs</p> <p>Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p><u>Evaluate and edit by:</u></p> <p>Assessing the effectiveness of their own and others' writing</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of</p>	<p>Using a wide range of devices to build cohesion within and across paragraphs</p> <p>Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p><u>Evaluate and edit by:</u></p> <p>Assessing the effectiveness of their own and others' writing</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of</p>
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						speech and writing and choosing the appropriate register	speech and writing and choosing the appropriate register
						<u>Proof-read for spelling and punctuation errors</u>	<u>Proof-read for spelling and punctuation errors</u>
						<u>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</u>	<u>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</u>
Writing- Vocabulary, grammar and punctuation	<u>Early Learning Goal</u> 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.	Word Regular plural noun suffixes, suffixes - 'ed', 'ing', 'er', Prefix 'un' changes verbs and adjectives <u>Sentence</u> Words combine to make sentences, joining words and clauses using 'and' <u>Text</u> Sequencing sentences to form short narratives <u>Punctuation</u> Spaces to separate words, introduce capital letters, full stops, question marks and explanation marks to	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 <u>Sentence</u> Subordination - when, if, that, because and coordination or, and, but. Expanded noun phrases for description and specification, Understand how	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). <u>SENTENCE:</u> Word families based on common words, showing how words are related in form and meaning (solve, solution, solver, dissolve, insoluble). <u>TEXT:</u> Expressing time, place and cause using conjunctions (when, before, after),	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). <u>SENTENCE:</u> Word families based on common words, showing how words are related in form and meaning (solve, solution, solver, dissolve, insoluble). <u>TEXT:</u> Expressing time, place and cause using conjunctions (when, before, after),	WORD: Converting nouns or adjectives into verbs using suffixes (--ate, --ise, --ify) Verb prefixes (dis--, de--) <u>SENTENCE:</u> Relative clauses beginning with <i>who, which, where, when, whose</i> , that or an omitted pronoun Indicating degrees of possibility using adverbs (perhaps) or modal verbs (might) <u>TEXT:</u> Devises to build cohesion within a paragraph (then, after) Linking ideas across paragraphs using adverbials of time	WORD: Converting nouns or adjectives into verbs using suffixes (--ate, --ise, --ify) Verb prefixes (dis--, de--) <u>SENTENCE:</u> Relative clauses beginning with <i>who, which, where, when, whose</i> , that or an omitted pronoun Indicating degrees of possibility using adverbs (perhaps) or modal verbs (might) <u>TEXT:</u> Devises to build cohesion within a paragraph (then, after) Linking ideas across paragraphs using adverbials of time

		<p>demark sentences, capital letters for names and I</p> <p><u>Terminology</u> Letter, capital letter, word, singular plural, sentence, punctuation, full stop, question mark, explanation mark</p> <p><i>See The national curriculum in England - English Appendix 2: Vocabulary, grammar and punctuation for further detail</i></p>	<p>grammatical patterns in a sentence indicate its function as a statement, question, explanation or command</p> <p><u>Text</u> correct choice and consistence use of present and past tense, progressive form of verbs in present and past to mark actions in progress</p> <p><u>Punctuation</u> Use of capital letters, full stops, question marks and exclamation marks to demark sentences, commas to separate items in a list, apostrophes to make missing letters and singular possession in nouns</p> <p><u>Terminology</u> noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb,</p>	<p>adverbs (then, next, soon), or propositions (before, after, during). Introduction to paragraphs as a way to group related material. Headings and sub-headings to aid presentation. Use of the present perfect form of verbs instead of the simple past (<i>He has gone out to play</i> contrasted with <i>He went out to play</i>)</p> <p><u>PUNCTUATION:</u> Introduction to inverted commas to punctuate direct speech.</p> <p><u>TERMINOLOGY:</u> adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or speech marks)</p> <p><i>See The national curriculum in England -</i></p>	<p>adverbs (then, next, soon), or propositions (before, after, during). Introduction to paragraphs as a way to group related material. Headings and sub-headings to aid presentation. Use of the present perfect form of verbs instead of the simple past (<i>He has gone out to play</i> contrasted with <i>He went out to play</i>)</p> <p><u>PUNCTUATION:</u> Introduction to inverted commas to punctuate direct speech.</p> <p><u>TERMINOLOGY:</u> adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or speech marks)</p> <p><i>See The national curriculum in England -</i></p>	<p>(later), place (nearby) and number (secondly) or tense choices (<i>he had seen her before</i>)</p> <p><u>PUNCTUATION:</u> Brackets, dashes or commas to indicate parenthesis Use of commas to clarity meaning or avoid ambiguity</p> <p><u>TERMINOLOGY:</u> modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p> <p><i>See The national curriculum in England - English Appendix 2: Vocabulary, grammar and punctuation for further detail</i></p>	<p>(later), place (nearby) and number (secondly) or tense choices (<i>he had seen her before</i>)</p> <p><u>PUNCTUATION:</u> Brackets, dashes or commas to indicate parenthesis Use of commas to clarity meaning or avoid ambiguity <u>TERMINOLOGY:</u> modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p> <p><i>See The national curriculum in England - English Appendix 2: Vocabulary, grammar and punctuation for further detail</i></p>
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			tense (past and present), apostrophe, comma <i>See The national curriculum in England - English Appendix 2: Vocabulary, grammar and punctuation for further detail</i>	<i>English Appendix 2: Vocabulary, grammar and punctuation for further detail</i>	<i>English Appendix 2: Vocabulary, grammar and punctuation for further detail</i>		
Spelling	Phonics	Revision of work from YR 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 to verbs where no root change is needed, adding er and est to adjective where no change root change is	Revision of work from YR and Y1 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, est and y to words of one syllable ending in a single consonant letter after a single vowel letter, suffixes	Revision of work from Y1 and Y2 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 the sound spelt 'ei', 'eigh' or 'ey' i.e. vein, weigh, obey. Adding suffixes beginning with vowel	Revision of work from Y1 and Y2 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 the sound spelt 'ei', 'eigh' or 'ey' i.e. vein, weigh, obey. Adding suffixes beginning with vowel	Revision of work from previous years 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 string 'ough' as in ought, though and plough (note the different ways to say the sound), words with 'silent' letters i.e.	Revision of work from previous years 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 string 'ough' as in ought, though and plough (note the different ways to say the sound), words with 'silent' letters i.e.

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

Reception EYFS Reading Name:			
40-60			
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.			
ELG			
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			
GDS			
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 phonically decodable texts with confidence			
• 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			
• 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			
• Read accurately by blending the sounds in words that contain the graphemes taught KPI			
• Recognise and read alternative sounds for graphemes			
• Read accurately words of two or more syllables that contain the GPCs taught so far KPI			
• Read words containing common suffixes			
• Read further common exception words			
• Read and notice unusual correspondence between grapheme and phoneme			
• Read most words quickly and accurately when they have been frequently encountered without overt sounding and blending KPI			
• Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without 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			
• Increase repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear			
• Answer and ask appropriate questions about a text KPI			
• make predictions on the basis of what has been read so far KPI			
• participate in discussions about books, poems and other works that are read to them and those read by themselves KPI			

Word Reading

• 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 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			

Word Reading

- **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 KPI**
- 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**
- Know which books to select for specific purposes, especially in relation to science, history and geography learning
- recognise different forms of poetry for example free verse, narrative poetry
- **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**
- Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Ask questions to improve understanding of a text
- **identify and summarise the main ideas drawn from more than one paragraph KPI**
- **Infer meanings and begin to justify them with evidence from the text KPI**
- **Predict what might happen from details stated and deduced information KPI**
- Identify how the writer has used precise word choices for effect to impact on the reader
- Identify some text type organisational features, for example, narrative, explanation, persuasion
- **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

Year 5 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			
• 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			
• Read non-fiction texts and identify purpose and structures and grammatical features and evaluate how effective they are.			
• Identify and discuss significant ideas , events, characters and themes in a wide range of texts			
• Learn poems by heart for example, narrative verse, haiku.			
• Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.			
• 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.			
• Identify and comment on writer’s use of language for effect for example, precisely chosen adjectives, similes and personification.			
• 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.			
• Identify how language, structure and presentation contribute to the meaning of a text.			
• 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			
• 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			
• Apply knowledge of root words to read aloud and to understand the meaning of unfamiliar words. KPI			
• Apply knowledge of prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. KPI			
• Use combined knowledge of phonemes and word derivations to pronounce words correctly. for example: arachnophobia, audience			
• Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.			
• Read fluently, using punctuation to inform meaning.			
Reading Comprehension. Also: <u>Work out the meanings of words from their context</u> Use quotations			
• <u>Read and become familiar with a wide range of books, including modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</u> 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.			
• <u>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions</u>			
• <u>Predict what might happen from details stated and implied</u>			
• <u>Identify key points in an appropriate text</u>			
• 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.			
• <u>Identify and comment on writer's choice of vocabulary, giving examples and explanation.</u>			
• Identify and explain how writers use grammatical features for effect. for example, the use of short sentences to build tension.			
• <u>Show awareness of the writers' craft by commenting on use of language, grammatical features and structure of texts.</u>			
• Express a personal point of view about a text, giving reasons linked to evidence from texts. KPI			
• Raise queries about texts.			
• <u>Make connections between other similar texts, prior knowledge and experience and explain the links.</u>			
• <u>Compare different versions of texts and explain the differences and similarities.</u>			
• 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.			
• <u>Summarise key information from different parts of a text.</u> 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.			
• <u>Distinguish between statements of fact and opinion.</u>			
• <u>Find information using skimming to establish main idea.</u>			
• <u>Use scanning to find specific information.</u>			
• Text mark to make research efficient and fast.			
• Organise information or evidence appropriately.			

3.4 Writing and Spoken Language End Points By Year

Reception EYFS Writing Name:			
30-50			
Sometimes gives meaning to marks as they draw and paint.			
Ascribes meanings to marks that they see in different places.			
40-60			
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			
ELG			
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.			
GDS			
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 taught 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			
• Write from memory simple sentences dictated by the teacher that include words using GPCs and common exception words taught so far KPI			
• 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 rd 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			

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			
• Spell words with different alternative spellings, including a few common homophones KPI			
• 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			
• Use knowledge of alternative phonemes to narrow down possibilities for accurate spelling			
• 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			
• Write capital letters and digits of the correct size, with correct orientation and relationship to one another and to lower case letters KPI			
• Use spacing between words that reflects the size of the letters			
Writing composition			
• Write narratives about personal experiences and those of others (real and fictional)			
• Write for different purposes, including real events, developing a stamina for writing KPI			
• write poetry			
• Plan and discuss the content of writing and write down ideas including new vocabulary			
• Orally rehearse structured sentences or sequences of sentences, encapsulating what they want to say sentence by sentence KPI			
• Evaluate writing independently, with peers and with teacher			
• Proof-read to check for errors in spelling, grammar and punctuation KPI			
• Read aloud what they have written with appropriate intonation to make the meaning clear			
Vocabulary, Grammar and Punctuation			
• Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'			
• Use full stops, capital letters, exclamation and question marks accurately to demarcate sentences KPI			
• Use subordination (using <i>when, if, that, or because</i>) and co-ordination (using <i>or, and, or but</i>) KPI			
• Use present and past tenses correctly and consistently including the progressive form e.g. she was drumming KPI			
• Use commas to separate a list KPI			
• Use the suffixes <i>-er, -est</i> in adjectives and <i>-ly</i> to turn adjectives to adverbs in their writing KPI			
• use expanded noun phrases for description and specification e.g. the blue butterfly			
• understand and use the terminology in English Appendix 2 when discussing their writing (noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, tense (past and present) apostrophe, comma)			

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			
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 using when, before, after, while, so, because, if. Use adverbs such as then, next, soon, therefore and prepositions e.g before, after, during, in , because of. KPI			
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:			
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)			
• Recognise and spell additional homophones, for example – accept and except, whose and who’s			
• 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			
• 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			
• Use headings and subheadings in non-fiction writing to aid presentation including bullet points.			
• Write a narrative with a clear structure, setting, characters and plot KPI			
• Use a range of sentences with more than one clause			
• Use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition KPI			
• Suggest improvement to writing through assessing writing with peers and self assessment			
• Proof-read to check for errors in spelling, grammar, vocabulary and punctuation errors KPI			
• progressively build a varied and rich vocabulary in written work			
Vocabulary, Grammar and Punctuation			
• Punctuate all sentences correctly with . ! ?			
• Use commas in complex sentences and after fronted adverbials e.g. Although it was raining, we still played outside			
• Place the possessive apostrophe accurately to mark singular and plural possession e.g. 'the girl's book' and 'the girls' book'			
• 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 using <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. <i>knight, psalm, solemn</i> .			
• 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 sentences correctly with . ? ! and commas where appropriate			
• Use relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (i.e. omitted) relative pronoun.			
• Indicate degrees of possibility using 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.			

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).			
Writing composition			
• Identify the audience for and purpose of the writing. KPI			
• 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 inspire their own characters and settings			
• describe settings, characters and atmosphere in their story writing KPI			
• 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 correct subject and verb agreement when using singular and plural.			
• Distinguish between the language of speech and writing.			
• Distinguish between the correct subject and verb agreement when using singular and plural.			
• 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 sentence starters to create specific effects, for example, adverbials, conjunctions, ing, ed.			
• Use developed noun phrases to add detail to sentences.			
• Use the passive voice to present information with a different emphasis. (E.g. 'I broke the window in the greenhouse' versus 'The window in the greenhouse was broken (by me)'). KPI			
• Use commas to mark phrases and clauses.			
• Understand how words are related by synonyms and antonyms (e.g big, large, little)			
• 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 avoid 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 language			
• 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	<u>Narrative</u> Stories with familiar settings. 3 weeks	<u>Narrative</u> Stories with familiar settings. 3 weeks	Phonics – Phases 2 & 3	<u>Narrative</u> Fantasy world stories. 3 weeks	<u>Narrative</u> Stories by the same author. 3 weeks	Phonics – Phases 2 & 3	<u>Narrative</u> Traditional Stories and Fairy Tales. 2 weeks	<u>Narrative</u> Stories from other cultures. 3 weeks
Reading	<u>Non-fiction</u> Labels, lists, captions, menus, invitations, postcards, wanted posters. 2 weeks	<u>Non-fiction</u> Dictionary & Thesaurus work. 1 week	Reading	<u>Non fiction</u> Information Texts. 2 weeks	<u>Non-fiction</u> Reports 2 weeks	Reading	<u>Non fiction</u> Explanations. 2 weeks	<u>Non-fiction</u> Letters and postcards. 2 weeks
Writing	<u>Poetry</u> Poems for learning by heart. 1 week	<u>Poetry</u> Poems on a theme. 1 week	Writing	<u>Poetry</u> Poems on a theme. 1 week	Poetry Poems with a specific structure. 1 week	Writing	<u>Poetry</u> Rhymes and riddles. 1 week	<u>Poetry</u> Riddles and tongue twisters. 1 week.
Communication and Language	<u>Narrative</u> Stories with predictable patterned language or structures. 3 weeks	<u>Narrative</u> Traditional tales with a twist. 3 weeks	Communication and Language	<u>Narrative</u> Stories by the same author. 2 weeks	<u>Narrative</u> Adventure stories 2 weeks	Communication and Language	<u>Narrative</u> Traditional Tales 3 weeks	<u>Narrative</u> Fantasy world stories. 3 weeks
	<u>Non-fiction</u> <u>Recounts</u> of familiar events. 2 weeks	<u>Non-fiction</u> Recounts. 2 weeks		<u>Non fiction</u> Instructions 2 weeks	<u>Non-fiction</u> Persuasive adverts or posters. 2 weeks		<u>Non fiction</u> Reports 2 weeks	<u>Non-fiction</u> Explanations. 2 weeks
	<u>Poetry</u> Poems on a theme. 1 week	<u>Poetry</u> Classic poetry. 2 weeks		<u>Poetry</u> Traditional Rhymes 1 week	<u>Non-fiction</u> Non chronological reports. 2 weeks		<u>Poetry</u> 1 week	<u>Poetry</u> 1 week.
	<u>Narrative</u> Stories from other cultures. 2 weeks	<u>Non-fiction</u> Instructions. 2 weeks		<u>Poetry</u> 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> Fairy tales and folk tales. 3 weeks	<u>Narrative</u> Descriptions: characters, settings and atmosphere. 3 weeks.	<u>Narrative</u> Descriptions: characters, settings and atmosphere. 3 weeks.	<u>Narrative</u> Stories from different cultures. 3 weeks	<u>Narrative</u> Stories from different cultures. 3 weeks	<u>Narrative</u> Stories from other cultures. 3 weeks	<u>Narrative</u> Setting descriptions. 3 weeks	<u>Narrative</u> Fantasy Stories 3 weeks	<u>Narrative</u> Traditional Tales and Legends. 2 weeks
<u>Non-fiction</u> Diaries and letters. 2 weeks	<u>Non-fiction</u> Dictionary and Thesaurus work. 1 week Biographies y5 1 week	<u>Non-fiction</u> Biographies & Autobiographies. 2 weeks	<u>Non-fiction</u> Persuasive 2 weeks	<u>Non-fiction</u> Persuasive texts. 2 weeks	<u>Non-fiction</u> Persuasive Texts. 2 weeks	<u>Non-fiction</u> Discussion texts (arguments and debates). 2 weeks	<u>Non-fiction</u> Discussion Texts. 2 weeks	<u>Non-fiction</u> Discussion texts and debates. 2 weeks
<u>Poetry</u> Poems with a structure + vocab. 1 week	<u>Poetry</u> Poems to perform.+ vocab 1 week	<u>Poetry</u> Poems with imagery.+ vocab 1 week	<u>Non-fiction</u> Newspaper reports 2 weeks	<u>Non-fiction.</u> Newspaper Reports 2 weeks.	<u>Non-fiction</u> Newspaper Reports. 2 weeks	<u>Poetry</u> Poems from different cultures. 1 week	<u>Poetry</u> Classic Poetry. 1 week	<u>Poetry</u> Poems with figurative language. 1 week
<u>Narrative</u> Playscripts. 2 weeks	<u>Narrative</u> Playscripts. 2 weeks	<u>Narrative</u> Playscripts. 2 weeks	<u>Poetry</u> Descriptive vocabulary. 1 week	<u>Poetry</u> Descriptive vocabulary. 1 week	<u>Poetry</u> Descriptive Vocabulary. 1 week	<u>Narrative</u> Stories which raise issues and dilemmas. 3 weeks	<u>Narrative</u> Older Literature 3 weeks	<u>Narrative</u> Classic Fiction. 3 weeks
<u>Non-fiction</u> Instructions. 2 weeks	<u>Non-fiction</u> Biographies 2 weeks	<u>Non-fiction</u> Diaries and letters. 2 weeks	<u>Narrative</u> Mystery stories. 2 weeks	<u>Narrative</u> Stories with morals e.g. Fables. 2 weeks	<u>Narrative</u> Historical stories. 2 weeks	<u>Non-fiction</u> Non-chronological reports. 2 weeks	<u>Non-fiction</u> Newspaper Reports. 2 weeks	<u>Non-fiction</u> Formal Reports Radio/TV broadcasts 2 weeks
<u>Poetry</u> Structures—limericks/ Poems to perform. 1 wk	<u>Poetry</u> Narrative poetry. 2 weeks	<u>Poetry</u> Classic Narrative Poetry. 2 weeks	<u>Poetry</u> Structures Tanka, Kennings and Cinquains. 1 weeks	<u>Poetry</u> Structures Haiku and limericks. 1 week	<u>Poetry</u> 1 week	<u>Poetry</u> Classic poetry for performance. 1 week.	<u>Poetry</u> Classic Poems. 1 week	<u>Narrative</u> Science Fiction. 2 weeks

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

Autumn Term

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

Spring Term

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

Summer Term

Topic	EYFS Curriculum Objectives	Year 1 Curriculum Objectives
<p><u>Narrative</u> Traditional Stories and Fairy Tales. 2 weeks</p>	<p>Write phonetically plausible sentences which can be read by themselves and others. Spell some irregular common words correctly. GDS-use their preferred hand for writing, using a correct pencil grip. GDS Begin to be able to control letter size and write on lines GDS Spell phonically regular words of more than 1 syllable GDS -Use key features of narrative in their own writing</p>	<p>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Saying out loud what they are going to write about. Composing a sentence orally before writing it. Sequencing sentences to form short narratives. 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'.</p>
<p><u>Non fiction</u> Explanations. 2 weeks</p>	<p>Speaking skills organise talk and sequence ideas. Answering 'how' and 'why' questions. Writes for different purposes. Phase 2-4 HFW, sentences/tricky words. GDS -use their preferred hand for writing, using a correct pencil grip. Begin to be able to control letter size and write on lines GDS - spell phonically regular words of more than 1 syllable GDS - use key features of narrative in their own writing</p>	<p>Drawing on what they already know or on background 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'.</p>
<p><u>Poetry</u> Rhymes and riddles. 1 week</p>	<p>Practise spelling HF words. Practise spelling tricky words. Write simple sentences using phonetically plausible attempts, including more complex words (CVCC, CCVC and CCVCC words) and HF words Handwriting and letter formation</p>	<p>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p>
<p><u>Narrative</u> Traditional Tales 3 weeks</p>	<p>Speaking skills organise talk and sequence ideas. Practise writing captions and sentences, moving on to short narratives Write simple sentences using phonetically plausible attempts, including more complex words (CVCC, CCVC and CCVCC words) and HF words Handwriting and letter formation Shared reading -reading HF words, CVC words and more complex words</p>	<p>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. Composing a sentence orally before writing it. 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'.</p>
<p><u>Non fiction</u> Reports 2 weeks</p>	<p>Speaking skills organise talk and sequence ideas. Answering 'how' and 'why' questions. Practise reading HF words. Practise reading/recognising tricky words. Practise reading two-syllable words, captions and simple sentences. Shared reading -reading HF words, CVC words and more complex words</p>	<p>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'.</p>
<p><u>Poetry</u> 1 week</p>	<p>Practise reading HF words. Practise reading/recognising tricky words. Practise reading two-syllable words, captions and simple sentences.</p>	<p>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p>

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

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

Spring Term

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

Summer Term

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

3 weeks	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'.	Plan or say out loud what they are going to write about.
<u>Non-fiction</u> Letters and postcards. 2 weeks	Drawing on what they already know or on background 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'.	Be introduced to non-fiction books that are 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.
<u>Poetry</u> 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.
<u>Narrative</u> 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.
<u>Non-fiction</u> 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.
<u>Poetry</u> 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> Fairy tales and folk tales. 3 weeks	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.	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.

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

	Retrieve and record information from non-fiction.	
<u>Poetry</u> Structures— limericks. 1 week <u>Poetry</u> Poems to perform. 1 week	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.
<u>Narrative</u> 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. 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.	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.
Spring	Year 3	Year 4
<u>Narrative</u> 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

	<p>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.</p>	
<p>Non-fiction Persuasive 2 weeks</p>	<p>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 units) Using conjunctions, adverbs and prepositions to express time and cause. Retrieve and record information from non-fiction.</p>	<p>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.</p>
<p>Non-fiction Newspaper reports 2 weeks</p>	<p>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.</p>	<p>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.</p>
<p>Poetry Descriptive vocabulary. 1 week</p>	<p>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.</p>	<p>Using conjunctions, adverbs and prepositions to express time and cause. Discussing words and phrases that capture the reader's interest and imagination.</p>
<p>Narrative Mystery stories. 2 weeks</p>	<p>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.</p>	<p>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.</p>

	<p>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 paragraph and summarising these.</p>	
<p><u>Poetry</u> Structures Tanka, Kennings and Cinquains. 1 weeks</p>	<p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Recognising some different forms of poetry [for example, free verse, narrative poetry]</p>	<p>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. Recognising some different forms of poetry [for example, free verse, narrative poetry]</p>
<p><u>Non-fiction</u> Explanations. 2 weeks</p>	<p>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] Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p>	<p>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. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Retrieve and record information from non-fiction. 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]</p>
Summer 1	Year 3	Year 4
<p><u>Narrative</u> Setting descriptions/ Fantasy stories 3 weeks</p>	<p>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.)</p>	<p>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.</p>
<p><u>Non-fiction</u> Discussion texts (arguments and debates). 2 weeks</p>	<p>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. Composing and rehearsing sentences orally (including dialogue). Progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p>	
<p>Poetry Poems from different cultures. 1 week</p>	<p>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.</p>	<p>Using conjunctions, adverbs and prepositions to express time and cause. Discussing words and phrases that capture the reader's interest and imagination.</p>

		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.
<u>Narrative</u> 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.	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.
<u>Non-fiction</u> 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 2 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. Organising paragraphs around a theme. In non-narrative material, using simple organisational devices [for example, headings and sub-headings].
<u>Poetry</u> 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	Year 4	Year 5
<p><u>Narrative</u> Descriptions: characters, settings and atmosphere. 3 weeks.</p>	<p>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.</p>	<p>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.</p>
<p><u>Non-fiction</u> Dictionary and Thesaurus work. Biographies and Autobiographies y5 2 weeks</p>	<p>Using dictionaries to check the meaning of words that they have read.</p> <p>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.</p>	<p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Noting and developing initial ideas, drawing on reading and research where necessary. Assessing the effectiveness of their own and others' writing. Using the perfect form of verbs to mark relationships of time and cause. Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</p>
<p><u>Poetry</u> Poems to perform.+ vocab 1 week</p>	<p>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.</p>	<p>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. Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p>
<p><u>Narrative</u> Playscripts. 2 weeks</p>	<p>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.</p>	<p>Recommending books that they have read to their peers, giving reasons for their choices. In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Using commas to clarify meaning or avoid ambiguity in writing.</p>
<p><u>Non-fiction</u> Information/Non chronological reports 2 weeks</p>	<p>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. Organising paragraphs around a theme. In non-narrative material, using simple organisational devices [for example, headings and sub-headings].</p>	<p>Identifying how language, structure and presentation contribute to meaning. 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 semi-colons, colons or dashes to mark boundaries between independent clauses.</p>
<p><u>Poetry</u> Narrative poetry. 2 weeks</p>	<p>Assessing the effectiveness of their own and others' writing and suggesting improvements.</p>	<p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p>

	Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	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.
<u>Narrative</u> Myths and legends 2 weeks.	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.	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> Stories from different cultures. 3 weeks	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.	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.
<u>Non-fiction</u> Persuasive texts. 2 weeks	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.	Provide reasoned justifications for their views. Precising longer passages. Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. Using hyphens to avoid ambiguity.
<u>Non-fiction.</u> Y4 non chronological reports Y5 Formal reports – Radio/TV broadcasts 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. 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 2.	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]. Using a colon to introduce a list. Punctuating bullet points consistently.
<u>Poetry</u> Descriptive vocabulary.	Using conjunctions, adverbs and prepositions to express time and cause.	Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or 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.
<u>Narrative</u> 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.
<u>Poetry</u> Structures Haiku and limericks. 1 week	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. Recognising some different forms of poetry [for example, free verse, narrative poetry]	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]
<u>Non-fiction</u> Explanations. 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. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Retrieve and record information from non-fiction. 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	Year 4	Year 5
<u>Narrative</u> 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.
<u>Non-fiction</u> 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.

	Composing and rehearsing sentences orally (including dialogue). Progressively building a varied and rich vocabulary and an increasing range of sentence structures.	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.
<u>Poetry</u> Classic Poetry. 1 week	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 contribute to meaning.	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.
<u>Narrative</u> 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.
<u>Non-fiction</u> 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.
<u>Poetry</u> 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

Autumn	Year 5	Year 6
<p><u>Narrative</u> Descriptions: characters, settings and atmosphere. 3 weeks.</p>	<p>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.</p>	<p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</p>
<p><u>Non-fiction</u> Biographies & Autobiographies. 2 weeks</p>	<p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Noting and developing initial ideas, drawing on reading and research where necessary. Assessing the effectiveness of their own and others' writing. Using the perfect form of verbs to mark relationships of time and cause. Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</p>	<p>Reading texts that are structured in different ways and reading for a range of purposes. Identifying how language, structure and presentation contribute to meaning using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. Using modal verbs or adverbs to indicate degrees of possibility. Using a colon to introduce a list. Punctuating bullet points.</p>
<p><u>Poetry</u> Poems with imagery.+ vocab 1 week</p>	<p>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. Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p>	<p>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. 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. Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p>
<p><u>Narrative</u> Playscripts. 2 weeks</p>	<p>Recommending books that they have read to their peers, giving reasons for their choices. In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Using commas to clarify meaning or avoid ambiguity in writing.</p>	<p>Making comparisons within and across books. Recommending books that they have read to their peers, giving reasons for their choices. Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Using commas to clarify meaning or avoid ambiguity in writing. Identifying and discussing themes and conventions in and across a wide range of writing assessing the effectiveness of their own and 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.</p>
<p><u>Non-fiction</u> Diaries and letters. 2 weeks</p>	<p>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.</p>	

	Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.	
<u>Poetry</u> Classic Narrative Poetry. 2 weeks	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.	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.
<u>Narrative</u> Legends. 2 weeks	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.	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
<u>Narrative</u> Stories from other cultures. 3 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.	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.
<u>Non-fiction</u> Persuasive Texts. 2 weeks	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.	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 ambiguity in writing.
<u>Non-fiction</u> Newspaper Reports. 2 weeks	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]. Using a colon to introduce a list. Punctuating bullet points consistently.	

<p><u>Poetry</u> Descriptive Vocabulary. 1 week</p>	<p>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.</p>	<p>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.</p>
<p><u>Narrative</u> Historical stories. 2 weeks</p>	<p>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.</p>	<p>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.</p>
<p><u>Poetry</u> 1 week</p>	<p>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]</p>	<p>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.</p>
<p><u>Non-fiction</u> Explanation Texts. 2 weeks</p>		<p>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.</p>
<p>Summer</p>	<p>Year 5</p>	<p>Year 6</p>
<p><u>Narrative</u> Traditional Tales and Legends. 3 weeks</p>	<p>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.</p>	<p>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.</p>
<p><u>Non-fiction</u> Discussion texts and debates.</p>	<p>Retrieve, record and present information from non-fiction.</p>	<p>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.</p>

<p>2 weeks</p>	<p>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.</p>	<p>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.</p>
<p><u>Poetry</u> Poems with figurative language. 1 week</p>	<p>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.</p>	<p>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.</p>
<p><u>Narrative</u> Classic Fiction. 3 weeks</p>	<p>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.</p>	<p>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.</p>
<p><u>Non-fiction</u> Formal Reports Radio/TV broadcasts 2 weeks</p>	<p>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.</p>	<p>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.</p> <p>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.</p>
<p><u>Narrative</u> Science Fiction. 2 weeks</p>	<p>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, 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.</p>	

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 held 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, k	ck, e, u, r	h, b, f, ff, l, ll, 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-syllable 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, x	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.

Week										
	1	2	3	4	5	6	7	8	9	10
Sounds	'ay' saying /ai/	'oy' saying /oi/	'ie' saying /igh/	'ea' saying /ee/	'a_e' saying /ai/	'i_e' 'o_e'	'u_e' 'e_e'	'ou' saying /ow/	long vowel sounds	'ch' saying /c/ 'ch' saying /sh/
Regular Spellings	day may say play clay tray spray crayon	toy boy joy enjoy destroy annoy employ royal	pie lie tie die cried tried spied fried	sea bead read seat meat heap treat least	snake game cake ate same make name came	bike time pine prize bone home note alone	use cube fume tube these theme even complete	our about cloud scout sprout proud sound ground	apricot kind wild lion human gold cold both	school Christmas chemist chord echo chef parachute chute
Common Exception Words Reading	could should	would want	oh their	Mr Mrs	love your	people looked	called asked	water where	who why	thought through
Common Exception Words Spelling	said so	have like	some come	were there	little one	do when	what could	should would	want their	Mr 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 Spellings	stir girl bird shirt dirt third first thirteen	due venue fuel argue clue glue true blue	few new dew stew blew chew grew drew	very family body happy sunny monkey key hairy	saw paw draw yawn August launch laundry astronaut	low slow window own toe hoe doe goes	white whisper whiskers whine whale which while wheel	gem magic giant ginger cell city face slice	phone dolphin elephant alphabet photo microphone graph orphan	head bread ready deaf healthy weather instead breakfast
Common Exception Words Reading	work house	many laughed	because different	any eyes	friend also	once please	lived coming	Monday Tuesday	Wednesday Thursday	more before
Common Exception Words Spelling	love your	people looked	asked called	water where	who why	thought through	work house	many laughed	because different	any eyes

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 Spellings	chief brief field shield priest shriek thief relief	jumped looked gaspd yelled hunted started shouted wished	skirts raincoats hoodies bracelets glasses buses boxes wishes	louder fresher quicker colder loudest freshest quickest coldest	catch match fetch witch stitch ditch crutch kitchen	playing helping teaching singing player helper teacher singer	stare care share dare tear wear bear pear	live give have serve leave active relative believe	more core sore score shore adore before explore	unwell unkind unlock unfair untie undo unpack 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 Spelling	friend once	please lived	more coming	Monday Tuesday	Wednesday Thursday	also before	January February	April July	August October	November December

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 try dry sky fly sly spy reply	edge hedge badge bridge change large orange challenge	flies cries spies replies babies teddies carries hurries	gnome sign gnaw gnat design gnarl gnash	knight knee knot knife knock know knapsack knowledge	copied copying worried worrying annoying annoyed studying studied	wrong wren wrist wrap write wrote wring wreck	bubble middle table apple little puddle giggle cuddle	happier happiest easier easiest funnier funniest luckier luckiest	camel travel chisel squirrel tunnel funnel towel tinsel
Common Exception Words Spelling	door floor	prince princess	autumn school	know baby	mother another	talk two	world work	poor great	break steak	busy clothes
Grammar	capital letters and full stops	proper nouns (names)	plural nouns	alphabetical order (1) - first/ second	alphabetical order (2) - second/	verbs	adverbs	common nouns (revision)	adjectives and expanded noun phrases	commas in lists

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