English at Hayward's Primary School

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

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

National Curriculum 2014

At Hayward's, the aims of the National Curriculum for English underpin our design, not just of English Programme of Study, but of our wider curriculum and our timetable in school.

OUR INTENT

- <u>**Reading:**</u> when our children leave Hayward's we expect them to be avid readers: that is, children who read fluently and widely and are able to express opinions about the texts that they read. From the earliest age, we promote a love and excitement for learning new words and using them to grow, alongside developing a love of stories and a thirst for new knowledge. We want our children to understand that reading is not a "lesson" that we do in school, but a way of life; we nurture in our children the habit of reading for pleasure as well as developing them an appreciation of acquiring new information through texts. We want them to be able to make informed opinions about their preferences, to know themselves as readers – what they like and don't like – and to articulate their responses as a part of everyday life. Throughout their time at Hayward's, we want all children to enjoy spending time in the library; to regularly recommend and exchange books with their friends; to know and talk about famous authors and literature; and to look forward to starting their next book.
- <u>**Writing:**</u> we want to develop children into writers who care: who care about what they're writing and have the confidence and ability to convey their message accurately and purposefully. We encourage children to develop their own writing 'voice' and to experiment- to understand that writing is not just about blurting words down onto a page but that it can be crafted for effect by making effective choices pertaining to language, grammar and punctuation. We inspire our children to take pride in their work and learn the importance of fixing mistakes. We expect children to use punctuation accurately and to learn and know key spellings, but also to understand that using a tool to check a spelling is an equally important life skill. We aspire to develop writers that read back their writing to experience it as a reader, to share their writing to experience an audience, and to enjoy writing as a primary form of expression and communication.
- <u>**Speaking and Listening:**</u> at Hayward's we understand the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. By the end of their time at Hayward's, we want children to be confident speakers, who can articulate their thinking coherently and engagingly; attuned listeners, who can respond thoughtfully and appropriately; and comfortable performers, who are able to engage with the artistic practice of drama. We want to equip children with the skills to be able to engage respectfully in debate and discussion, and enjoy it as a platform to not only express their own opinions, but to learn from and respond to others. We want children to understand many words that they hear and to be able to use them, but to never lose the curiosity to discover new vocabulary and thus not be afraid to ask questions.

We want to inspire children to love our language, and to develop an appreciation of the power of words – through reading and writing, underpinned by speaking and listening. We want children to understand that words have power: they can make us laugh and cry; they can anger us or motivate us; they can make us learn and grow; and that – when used effectively – they can change the course of history.

UNDERPINNING OUR INTENT

HIGH EXPECTATIONS	PACE	CHALLENGE	ENGAGEMENT
We have high expectations of every child; all children are expected to succeed and make progress from starting points. All children are expected to contribute in lessons. All children are expected to achieve or exceed their potential.	Maximising the value of activities is crucial to ensuring good progress. Keeping pace in lessons and across units of work allows children to learn rapidly – but not too quickly that some get left behind. Regular recap and repetition is planned into a busy timetable with lots of time to apply skills.	Knowing our children and providing the right level of challenge is crucial to success. Tasks are carefully designed to ensure that all children have the time to become fluent in knowledge and skills and are stretched accordingly through activities required to make them focus, persevere and think.	Teaching and learning at Hayward's is creative and fun, motivating the children to want to learn and to want to do their best. Engagement comes from the excellent relationships staff have with children as well as the planning that makes our curriculum.
QUESTIONING	**MODELLING**	**EXPLAINING**	**THINKING**
Adults questioning is of paramount importance. Questioning underpins the high quality teaching and assessment that enables children to make progress. Questions probe understanding and deepen thinking. Children are expected to ask questions about their learner and to be confident in enquiry.	Teachers model high quality vocabulary in our "Everyday Vocabulary" model, as well as teaching vocabulary directly. Adults model high-levels of respect for each other and the children. In all subjects, processes are modelled, enabling children to understand how to achieve outcomes themselves.	Speaking in full sentences is modelled by staff. Children speak in full sentences when responding in lessons and small groups. Children justify and expand their responses with use of the word "because" and teachers probe children using questioning - "why" or "how do you know?"	Thinking is at the heart of learning and therefore is at the heart of every lesson. If children are not thinking, then they are not learning. Lessons are designed carefully to make children curious, to make them think, and to challenge their thinking. This is balanced with ensuring children have time to grow in confidence and feel secure in their skills and knowledge through consolidation.

At Hayward's, children are immersed in a literature rich diet of both fiction and non-fiction. Many choices of texts are selected at a class level using the discretion of the teacher for the needs of the current class.

However, overviews ensure that children cover the full range of genres across their school life through the combination of school life:

English lessons
Reading sessions (whole-class/group/1:1)
Topic and other curriclum lessons
Assemblies / Collective Worship
Story time
Home-learning
Independent reading
Book fairs
Reading cafes
Author visits
Competitions

Teachers' text selections are drawn from a need for children to explore a wide range of text type to successfully naviagate reading with confidence, including:

• Archaic Langauge • Non-Linear Time Sequences • Narratively Complex • Figuratively Symbolic • Resistant Texts	• Overcoming the Monster • Rags to Riches • The Quest • Voyage and Return • Character Reborn • Tragedy and Comedy	• Non-chronological reporting / Factual reports • Instructional texts • Persuasive texts • Recounts • Discussion text

Across their school life, children will also experience a wide-range of poetry.

The implementaion map below indicates key decisions and practices we have at Hayward's to ensure that our intent in English is met.

Reading for pleasure: all reading contexts below contribute to developing reading for pleasure			
Phonics / Read, Write, Inc We teach phonics through the Read, Write, Inc Ruth Miskin phonics program. It is a systematic, fast paced approach to teaching phonics. The children read decodable books that match their phonics level and interventions are in place for children who appear to be falling behind. Decodable books selected based RWI Books selected by adult in class Books changed after 3 readings Opportunity to take home a book to share for pleasure in addition to decodable text - EYFS vocabulary focus from reading books, finding new words and becoming excited about words.	**Reading aloud to children** Class story read by the teacher a minimum of 3 x a week Reading to children as part of literacy lessons – modelling reading Reading in assemblies Hayward's Reading Spine – ensures children have a rich collection of stories across their school life to draw on and teachers read stories aloud for the enjoyment Author visits/local books shop visits/ reluctant reader programs Collective Worship (RE)	**Reading at school** Independent reading time Daily guided reading sessions: teacher working with at least one group per day and pupils grouped by need rather than ability OR Whole class teaching session twice weekly for 45 minutes instead of Guided Reading. An increasing expectation of written recording of understanding through KS2 1:1 top up reading 3-5 times a week for identified children EYFS and Year 1 Reading (Daily 1:1) Reading interventions – comprehension or decoding based – set up by class teachers	**Reading at home** Children take books home that match their phonics reading level or their accelerated reader ZPD; this means children are reading books at the right level and when proving they are confident at that level (through assessment or quizzing) they can move on. Children read every day at home: KS1: 10 mins LKS2: 20 mins UKS2: 30 mins Certifications for children's success Relationship with book shop – visits to book shop and book shop staff visiting for assemblies Teacher recommending books to children / lending books to children
The "Reading Diet" – Yearly Coverage We talk about children having a reading "diet" and that some children's diet will be different to others. Understanding of this helps children personalise their practice towards different children's needs. See Reading Diet in teachers' Reading Coverage Document. Reading Diet	**Reading Skills - VIPERS** We have a school wide focus on reading skills with attached imagery to aid children's understanding of what they are learning in reading. In all reading sessions – and in English sessions – teachers are explicit about the skills being taught so children build a thorough understanding.	**Accelerated Reader** Every child from Y3-Y6 (Year 2 when ready) has an accelerated reading book which is at their reading level. These books are chosen independently by the children. Children quiz regularly and teachers set targets pertaining to wordcount/points/ percentage correct or book leave.	**Cross-Curricular Reading / Writing** There is deliberate room left in the English curriculum design for teachers to select texts – both fiction and non-fiction – which link with the wider curriculum. Teachers have banks of texts relating to Topics. Writing skills are practised in cross-curricular contexts as part of Topic and other foundation subjects.
Writing Progression The English curriculum has been designed to ensure that children cover a wide range of genres and have a wide range of stimulants for writing. Drawing from Hamilton, Babcock, Literary Curriculum, Literacy Shed, our children's diet is rich in variety. Skills are broken down by term so there is a clear focus to each term's teaching.	**Writing Stamina** Children have daily writing practise as part of their English block working towards writing an extended piece every 2-3 weeks. In addition, at least once a week, teachers plan an "extended-writing" session, which is a session allowing the children more time to write, with the task designed to allow them to write for length within that session.	**Grammar and Punctuation** All objectives have been broken down into terms, leaving time to learn and consolidate. These are taught mainly though the English block with additional sessions as required. In the once-a-week session, children will have a specific grammar/punctuation skill to be focusing on their work.	**Spelling** All statutory lists have been broken down into half terms and children learn them at home. All rules have been split up into half terms and teachers have a clear progression to teach spelling. Spelling is taught in KS2 5 times across 2 weeks – 10-20 minute sessions.
The Writing Process We have a clear model for ensuring good progress in writing: Reading writing, modelling writing, practising writing, editing writing. Children also have termly opportunities to "publish" their writing which means being able to present/perform it in a "real" situation.	**Combined Writing Approach** Education Endowment Fund research indicates that children benefit from a balanced approach to literacy that includes a range of methodologies. The emphasis of the different approaches will shift as children progress; effective diagnosis can help to identify priorities and focus teaching to ensure that it is efficient. We use a combination of a Text that Teach and Text to Stimulate, ensuring always that children develop their writing through careful planning linked to the Hayward's Writing Process.	**Speaking and Listening** Children engage is a wide range of discussion in all lessons – group, partner talk. They work collaboratively on presentations at least half termly across foundation subjects presenting to their class. In English, RE and PSHE as well as other sessions, they engage in debate and learn the conventions for talk. Children practise drama / role-play as a regular part of English sessions.	**Vocabulary** Language-rich culture throughout the school From the start of EYFS, children come into school with words they have found from their reading and these are celebrated. Whole School "Everyday Vocabulary" promoted and used Know, Grow, Show vocabulary has a clear progression through our Challenge Curriculum and foundation subjects Teachers plan for the teaching of vocabulary through both reading and writing sessions

Assessment		
Formative Formative assessment is on-going in all contexts in order for teachers to plan the next lesson and sequence of lessons effectively. There is no set recording for this, but teachers mark work in line with our Feedback and Marking policy.	**KS1 Summative Reading Assessment** RWI Assessments Y1 Phonics Screening Y2 SATS PIRA tests termly **KS2 Summative Reading Assessment** PIRA tests termly Renaissance Star Tests Termly	**Writing Assessment** Independent writing is assessed every term using the Hayward's Writing Assessment Grids Judgements are moderated by the subject lead **SPAG** Children are tested half-termly on home-learning spellings Tested termly on spellings taught that term

Overall Impact
Pupils will enjoy writing across a range of genres Pupils of all abilities will be able to succeed in all English lessons because work will be appropriately scaffolded Pupils will have a wide vocabulary that they use within their writing Pupils will have a good knowledge of how to adapt their writing based on the purpose, context and audience Pupils will leave primary school being able to effectively apply spelling rules and patterns they have been taught The % of pupils working at ARE within each year group will be at least in line with national averages The % of pupils working at Greater Depth within each year group will be at least in line with national averages There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged)

English Progression

Timetable Organisation

- On the whole, English is taught 5x a week for 1 hour, with additional reading / phonics / spelling/ grammar session planned into the timetable as part of early morning work or transition work.
- In Key Stage 2, there is a 30 minute reading session every day in addition to the hour's English, where reading skills are taught directly.
- In EYFS – KS1 there is a phonics session everyday
- Handwriting is taught as part of the English lesson every day in Key Stage 1 and practised in Key Stage 2
- Spelling is taught as starters in English lessons or early morning work with 1 session outside of the English hour dedicated to teaching new rules

Planning an English Block of Work

- English planning objectives primarily focus on writing, but with reading, speaking and listening objectives also covered as appropriate within a block
- A block's length is determined by the number of writing outcomes and the approach chosen by the teacher. If only 1 main outcome is planned, the block should be a **maximum of 2 weeks**. One text could be used to inspire multiple pieces of writing or focus on really teaching the aspects of one text style. Multiple texts can be used in conjunction with each other to aid outcomes.
- Core texts are in place and are sourced from **Hamilton**, **Babcock,** **Literary Curriculum**, **Literacy Shed or Caulfield Planning (Classic text choices)**
- The teacher can plan the length of the block and should seek advice or support from the Literacy Lead if in doubt
- The teacher can add in additional texts and additional writing opportunities in addition to the Core Curriculum
- The teacher can **substitute** a text with the rationale following discussion with the Literacy lead
- The teacher should plan blocks according to the termly skills objectives – these should be a focus of lessons and model writes
- Not all writing outcomes have to be independent or formally assessed
- Independent writing opportunities must be planned in to see what children are able to do independently

Extended Writing minimum 1 x weekly

- Planned into **every** week of English, there must be an **extended writing** session – this is a session planned into the sequence with a task designed for children to write for length within a single session - see *Extended Writing* for more details

The Writing Process

Key principles: children get better at writing by reading good writing, understanding what makes good writing, comparing good/poorer writing, having a solid knowledge of grammar/punctuation, understanding the writing process (teacher modelling) **practising writing,** reading back their own writing and fixing mistakes, being advised on how writing could be more effective.

Reading writing: children rarely become good writers unless they read well. Writing lessons must include daily opportunities to read aloud independently and shared - developing expression, intonation and awareness of punctuation is crucial to children being able to write fluently. Children must regularly see and read good examples of writing.

Modelling writing: it is crucial that children regularly see writing modelled as an integral part of writing lessons. Children need to see the though process involved with writing: the careful construction of sentences, the craft of writing, the reading back of writing, the reviewing of writing.

Talking writing: Children should be encouraged to orally rehearse sentences, draft and redraft at sentence level to develop quality of sentences and also create coherence within a piece of writing. Talking can also help children focus on grammar skills with dialogue around what type of sentences they have written, what they could try next.

Practising writing: This should happen, if not, daily, close to. They not only need to learn and practise skills in discrete activities but have regular opportunities to compose paragraphs of writing around a theme to practise the use of these skills. Practising writing can be shared, paired, scaffolded, supported and independent.

Editing writing: Children need to learn the important process of proofreading their work. Editing – called polishing – should be completed in purple pen. Children need to learn to identify errors and make corrections, as well as consider ways to improve their content.

Establishing clear audience and purpose: "the success of a piece of actual writing can only be measured by how well it communicates or achieves its purpose for its intended reader"

https://jamesdurran.blog/2019/01/24/re-thinking-success-criteria-a-simple-device-to-support-pupils-writing/ - we need to do this, but in order for our children to consolidate grammar within writing, they will also need practise which is less purpose driven and more skills focused. A balance is required.

Text to teach Approach: use a text to teach the desired outcome **Text to Stimulate:** Use a text as an interesting stimulus to inspire children's writing **Combination Approach**: e.g Combine a high-quality model non-fiction text to inspire writing linked to fiction textText choices should be from the above sources plus Plagues of Reading and https://clpe.org.uk/corebooks/books

Aswell as creating "authentic" audiences/ purposes, at least once per term, children should have opportunities to "publish" their writing to **real** audiences. *Children should have opportunities to **read or perform** their own writing to peers, friends, family, and visitors or know that their writing will be read by another – beyond the teacher.*

Assessment

- Any independent writing can be used for assessment –see independent writing document
- Do not assess beyond the term unless all criteria for the term has been achieved

	EYFS					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Texts (Teacher will choose approach: Text that Teach / Text to Stimulate)	I'm Special, I'm Me Knock! Knock! Open the door! The Everywhere Bear Pete the Cat Rocking in my school Shoes Leaf Man Brown Bear, Brown Bear, what do you see? Non-fiction books – school's own topic boxes	Room on the Broom Autumn Changes and other Autumn Poems The First Christmas The Jolly Christmas Postman Non-fiction books – school's own topic boxes **It is important to note that text choices will change depending on the topics which have been selected based on the cohorts interests.**	The Three Little Pigs The Gingerbread Man The Three Billy Goats Gruff Little Red Riding Hood Goldilocks and the Three Bears (We will select the traditional tales that most appeal to the cohort) What do you do with a tail like this? Who's in the shed Dear Zoo Rumble in the jungle Non-fiction books – school's own topic boxes **It is important to note that text choices will change depending on the topics which have been selected based on the cohorts interests.**		Jack and the Beanstalk Jasper's Beanstalk The Tiny Seed I Love Bugs The very hungry caterpillar Oliver's vegetables/Oliver's Fruit Salad Harold and the purple crayon Non-fiction books – school's own topic boxes The Train Ride Non-fiction books – school's own topic boxes **It is important to note that text choices will change depending on the topics which have been selected based on the cohorts interests.**	
Independent Purposeful Writing Outcomes (List Main 2 per half term) Teacher will supplement with others.	Mark making Initial Sounds Labelling Name Writing Letter to Santa		Labelling Lists Captions Simple sentences		Simple stories	
Composition	To link statements and stick to a main theme or intention. To use talk to organise, sequence and clarify thinking, ideas, feelings and events. To build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.		To write own name and other things such as labels, captions. To attempt to write short sentences in meaningful contexts. To introduce a storyline or narrative into their play.		To develop their own narratives and explanations by connecting ideas or events. To write simple sentences this can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.	
Audience, Purpose and Structure	To use vocabulary focused on objects and people that are of particular importance to them. To build up vocabulary that reflects the breadth of their experiences.		To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. To use language to imagine and recreate roles and experiences in play situations.		To express themselves effectively, showing awareness of listeners' needs.	
Grammar and Punctuation Focus	To begin to understand 'why' and 'how' questions. To show an understanding of prepositions, such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.		To use a range of tenses in speech. For example, play, playing, will play, played. To begin to use more complex sentences to link thoughts when speaking, e.g. using 'and' and 'because' To question why things happen and give explanations and ask questions, e.g. who, what, when, how.		To answer 'how' and 'why' questions about their experiences and in response to stories or events. To use past, present and future forms accurately when talking about events that have happened or are to happen in the future.	
New Terminology for Pupils						
<mark>**Spelling**</mark> <mark>**See RWI overview**</mark>	To continue a rhyming string	To hear and say the initial sound in words. To link sounds to letters, naming and sounding the letters of the alphabet.	To segment the sounds in simple words and blend them together.	To segment the sounds in simple words and blend them together.	To write some irregular common words.	To use their phonic knowledge to write words in ways which match their spoken sounds.
Home Learning Spellings						
Handwriting	To draw lines and circles using gross motor movements. To use one-handed tools and equipment, e.g. makes snips in paper with child scissors. To hold a pencil between thumb and two fingers, no longer using whole-hand grasp. To give meaning to marks they		To show a preference for a dominant hand. To begin to use anticlockwise movement and retrace vertical lines. To begin to form recognisable letters. To use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.		To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.	

	make as they draw, write and paint. To hold a pencil near point between first two fingers and thumb, and use it with good control. To copy some letters, e.g. letters from their name.		

	Year 1					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Texts Babcock Literary Curriculum Hamilton Classics	Cops and Robbers Alan and Janet Ahlberg (Puffin) Send for a Superhero by Michael Rosen	Billy and the Beast by Nadia Shareen Beegu by Alexis Deacon	NF: Reptiles by Angela Royston from the Animal Classifications series Bubbles (short film)	The Magic Bed by John Burningham NF: Could a Penguin Ride a Bike? by Camilla de la Bedoyere and Aleksei Bitskoff	Dear Mother Goose by Michael Rosen Cinderella, Snow White and the Billy Goats Gruff	Fatou, Fetch the Water by Neil Griffith Dogger by Shirley Hughes
Core Coverage Teacher will choose additional coverage	**Fiction:** Character Descriptions **Non-fiction:** WANTED posters using adjectives and simple sentences	**Fiction:** Narrative with a hero and a beast **Non-fiction:** Postcards, summary, emails and recipes	**Fiction:** Write the story of the film / description / characters emotions **Non-fiction:** Information text about sea-creatures	**Fiction:** Fantasy Story **Non-fiction:** Information text in question/answer style	**Fiction:** Character Descriptions and their own fairytale **Non-fiction:** Write their own letter from a fairy tale character	**Fiction:** Write a story with description, conjunctions and range of punctuation **Non-fiction:** Letter asking for Dogger back
Composition	Say out loud what they are going to write about Compose a sentence orally before writing Think of own ideas for sentences Add own ideas into an existing narrative		Add own ideas into an existing non-narrative structure Use own ideas for writing		Use familiar story language when retelling a narrative	
	Develop positive attitude towards writing by writing for real purposes and audiences Sequence sentences to form short narratives Sequence sentences to form short non-narratives Read aloud or perform own writing to audiences					
Editing skills	Read work through with an adult, identifying errors and successes Re-read own writing to check that it makes sense Check word order makes sense Check punctuation of single sentences		Read own writing to others Re-read own writing and check for capital letters and stops and correct if needed		All	
Grammar and Punctuation Focus Sentence level Text level Punctuation level	Understand that words in a sequence form sentences – one complete idea Understand that sentences contain a noun <u>doing</u> a verb Label nouns and verbs	Capital letters and full stops in sentence Capital letter for the personal pronoun I Capital letters for names of people	Capital letters and full stops in sentence Use adjectives to describe nouns within a piece of writing Join words and clauses using "and"	Use simple technical vocabulary within a non-fiction piece of writing Choose interesting verbs Join words and clauses using "and" Use exclamation marks/question marks to demarcate simple questions or exclamations	Use thoughtful adjectives within simple noun phrases Use exclamation marks/question marks to demarcate simple questions or exclamations Capital letters for days of the week	Use thoughtful adjectives within simple noun phrases Use exclamation marks/question marks to demarcate simple questions or exclamations Use other co-ordination: but / so
New Terminology for Pupils	letter, capital letter, word, sentence, punctuation, noun, verb, stop, full stop		adjective, singular, plural, question mark, exclamation mark		All	
Spelling See RWI overview **Word Level objectives**	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	Use letter names to distinguish between alternative spellings of the same sound	Understand regular plural noun suffixes –s or –es [for example, *dog, dogs; wish, wishes*] including the effects of these suffixes on the meaning of the noun	Understand suffixes that can be added to verbs where no change is needed in the spelling of root words [for example, *helping, helped, helper*]	Revise plurals and suffixes taught so far	Understand that the prefix un– changes the meaning of verbs and adjectives [for example, *unkind*, or *undoing: untie* the boat]
Home Learning Spellings	the of a said do with to today	says his are has were I was is	you she your we they ask be went me	no there go where so friend by when my here	love Monday come Tuesday some Wednesday one Thursday once Friday	school house put our push were pull Saturday full Sunday

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2 (spanning all columns)						
Core Texts Babcock Literary Curriculum Hamilton Classics	**How to Hide a Lion at School by Helen Stevens** **John Patrick Norman McHennessy by John Burningham**	**The Boy Who Cried Ninja** **How to Catch Santa by Reagan and Wildish**	**Lost and Found by Oliver Jeffers** **NF: Penguins by Emily Bone**	**Minpins – by Roald Dahl** **Little Red Riding Hood by Nosy Crow**	**The Owl who is Afraid of the Dark - Jill Tomlinson** **NF: Reptiles by Angela Royston**	**The Girl with the Yellow Bag (short film)**
Core Coverage Teacher will choose additional coverage	**Fiction:** Writing linked to How to Hide a Lion at School **Non-fiction:** Diaries and letters linked to texts	**Fiction:** Write own story with a moral **Non-fiction:** Letters with lists and focus on apostrophes inspired by How to Catch Santa	**Fiction:** Write a section of the story from the penguin's POV (1st person) **Non-fiction:** Information leaflet about a made up creature	**Fiction:** Character / setting descriptions within narrative with focus on commas **Non-fiction:** Instructions with focus on commas in lists	**Fiction:** Writing linked to chapters from text- focus on past progressive to describe character's actions **Non-fiction:** Fact-files	**Fiction:** Write own story about a bag **Non-fiction:** Explanation text (about something in the yellow bag)
Poetry Select 2 poetry blocks across the year						
Composition	Add detail to sentences to make writing more interesting Start sentences in different ways, avoiding repetition of a single noun or pronoun Plan for writing by saying out loud what they are going to write about		Use words and phrases from familiar texts in own narratives to make writing more interesting Write down ideas and/or key words, including new vocabulary		Use words and phrases from familiar texts in own narratives to make writing more interesting Use technical vocabulary in own non narratives to make writing more interesting Write longer pieces of work sustaining the content and organisation to the end	
	Develop positive attitudes towards and stamina for writing by writing for different purposes including stories, diaries, poems and reports (spanning columns)					
Editing skills	Re-read own work and check that writing makes sense Proofread work to check and correct stops and capital letters Re-read own work and check that verbs have been used correctly for **past tense**		Evaluate writing with an adult through verbally discussing successes/errors linked to success criteria Proofread work/check for errors in spelling of common words and make corrections		Re-read own work and check that verbs have been used correctly for present/ past tense Read aloud what they have written with appropriate intonation to make the meaning clear	
Grammar and Punctuation Focus Sentence level Text level Punctuation level	Use capital letters correctly to open sentences and for proper nouns Use full stops correctly at the end of an independent clause / sentence Use adjectives and other details to expand noun phrases for description and specification [for example, *the blue butterfly, plain flour, the man in the moon*] Write in the past tense using verbs correctly	Use capital letters and full stops correctly in sentences that contain a conjunction Use coordinating conjunctions (*or, and, but, so*) Use subordinating conjunctions (*when, if, that, because*) Use apostrophes to mark where letters are missing in spelling and to mark singular possession in noun	Start questions in different ways and demarcate with a question mark. Use exclamation marks in sentences of varied length [for example, *What a hot day it was!* Or *How fast he flew!* Or *It was back!*] Use subordinating conjunctions (*when, if, that, because*)	Use different sentence forms: statement, question, exclamation, command Use capital letters and full stops correctly in sentences that contain a conjunction (subordination / co-ordination) Use commas to separate items in a list	Write in the present tense using verbs correctly Use the progressive form of verbs in the present and past tense to mark actions in progress [for example, *she is drumming, he was shouting*] Use subordinating conjunctions (*when, if, that, because*)	All
New Terminology for Pupils	noun, noun phrase adjective, suffix tense (past, present)	suffix adverb, verb apostrophe	Suffix statement, question, exclamation, command	comma	tense (past, present)	
Handwriting	Form lower-case letters of the correct size relative to one another Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters Use spacing between words that reflects the size of the letters.		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		All	

Home Learning Spellings	because child
	find children*
	kind could
	mind should
	behind would
		door pretty
		floor cold
		poor gold
		Christmas hold
		old told
			every steak
			everybody most
			even only
			great both
			break any
			  many
				wild past
				climb clothes
				after busy
				fast people
				last Mr
				  Mrs
					beautiful who
					move whole
					sure half
					sugar again
					eye water
					  hour
						prove class
						improve grass
						money pass
						parents plant
						father path
						  bath

Autumn 1	Autumn 2	Spring 1
Order of sounds Phase 5 recap *each row of sounds needs to be recapped in 1 or 2 sessions in order to fit all of this into one half term* ay ou ie ea oy ir ue aw ey wh ph ew oe au a-e e-e i-e o-e u-e (split digraphs) /zh/ (e.g. treasure) s ge (visual measure usual beige page) ch j m n r z u i ear ar air or ur oo ai ee igh oa y/oo oo sh Phase 6 -ed suffix simple past tense /aI/ spelt 'i' *in common exception words: find, kind, mind, behind, wild, climb*	**Order of sounds/rules** Phase 6 Apostrophe for contractions *e.g. I've can't didn't couldn't I'll they're* Homophones *e.g. see/sea be/bee blue/blew bear/bare flour/flower hear/here whole/hole one/won sun/son no/know night/knight to/too/two new/knew* The possessive apostrophe (singular nouns) *Megan's the girl's* **Rules of the following suffixes:** *(e.g. -ing 3 options: add the suffix, double the final consonant – short vowel sound – or drop the e before adding suffix)* -ing -ed added to verbs *e.g. hopped hoped hopping hoping* -ful added to nouns *e.g. careful playful mouthful* -er added to verbs to denote the person doing the action and to adjectives to give the comparative form *e.g. runner bigger slower* -est added to adjectives *e.g. biggest slowest happiest latest*	**Order of sounds/rules** **Rules of the following suffixes:** -ly added to adjectives to form adverbs *e.g. sadly happily lately* -ment added to verbs to form nouns *e.g. payment* -less added to nouns to form adjectives *e.g. hopeless* -ness added to adjectives to form nouns *e.g. kindness* -y added to nouns to form adjectives *e.g. funny smoky sandy* Adding -s and -es to nouns and verbs *plural noun rules – consonant + y: y changes to i before adding -es and present tense verbs* /dʒ/ spelt -ge and -dge at the end of words ('g' before 'e', 'i' and 'y') *e.g. badge change magic* Recap prefixes *un- mis- dis- re-*

Spring 2	Summer 1	Summer 2
Order of sounds/rules /s/ spelt 'c' before 'e', 'i' and 'y' *e.g. race circle rice* /n/ spelt 'kn' and – less often – 'gn' at the beginning of words *e.g. knot knock gnaw gnome* /l/ or /əl/ spelt '-le' at the end of words *bottle table people* /aɪ/ spelt 'y' at the end of words *e.g. cry fly shy my why* /i:/ spelt 'ey' *plural is made by adding -s donkey valley smiley* /r/ spelt '-wr' at the beginning of words *wriggle wrap write* /ɒ/ spelt 'a' after 'w' and 'qu' *wash squash quantity*	**Order of sounds/rules** /ʒ/ spelt 's' *usual treasure* /ɔ:/ spelt 'ar' after 'w' *war warm towards* /ʌ/ spelt 'o' *mother nothing money above done some* /ɜ:/ spelt 'or' after 'w' *work world worm worth word* /l/ or /əl/ spelt '-el' at the end of words *angel camel label* /l/ or /əl/ spelt '-al' at the end of words *metal petal local* /l/ or /əl/ spelt '-il' at the end of words *pencil pupil April* /ɔ:/ spelt 'a' before 'l' and 'll': 'or' sound *ball wall talk always*	**Order of sounds/rules** Finish summer term 1 words (SATs practice week and SATs week will affect the timetable for the teaching of spelling). Revision of homophones, apostrophes – possession and contraction and sounds/rules that need further practice

		Year 3				
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Texts **Babcock** **Literary Curriculum** **Hamilton** **Classics**	Sparky! By Jenny Offill Mirror by Jeanie Baker	Meerkat Mail by Emily Gravett linked with The Day I Swapped my Dad for Two Goldfish by Neil Gaiman and Dave McKean	Charlie and the Chocolate Factory by Roald Dahl	NF: Until I Met Dudley by Roger MgGough The Clocktower (short film)	Aesop's Fables by M. Morpurgo NF: Fantastically Great Women who Changed the World by Kate Pankhurst	NF: An Anthology of Intriguing Animals by Ben Hoare Cinderella of the Nile by Beverly Naidoo
Purposeful Writing Outcomes (<u>Main</u> 2 per half term)	**Fiction:** Write narrative focusing on noun-phrases (not adverbials) **Non-fiction:** How-to Guide	**Fiction:** Tell a story through postcards (past tense) **Non-fiction:** Recount/diary of a swapping event	**Fiction:** Descriptions – characters/settings within narrative or write a new chapter **Non-fiction:** Letter to persuade	**Fiction:** Write the story of the clock tower and write own story about a magical place **Non-fiction:** Instructional Writing	**Fiction:** Monologue of character - present-perfect to show character's thoughts *What have I done?* **Non-fiction:** Biography	**Fiction:** Own version of traditional tale **Non-fiction:** Write an information text about an unusual creature
Poetry Select 2 poetry blocks across the year	Cinquains; Haikus					
Composition	Create own setting for a narrative Create own characters for a narrative		Use paragraphs as a way to group related material Create own plot for a narrative Create own characters for a narrative Write non-fiction using headings and sub-headings to aid presentation		Use paragraphs as a way to group related material Use the present perfect form of verbs correctly when appropriate [for example, *he has gone out* with *he went out]* Create own narrative with a setting, characters and plot	
	Plan the structural features of a given text type using a planning scaffold Plan by noting ideas on structure, vocabulary of a given text type using a planning scaffold Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures Read aloud their own writing, to a group or to the class, using appropriate intonation					
Editing skills	Read back their writing and look for opportunities to create flow using appropriate conjunctions		Proofread own and others' work and check that all punctuation has been used accurately		Correct key spellings using word lists and dictionaries	
Grammar and Punctuation Focus Sentence level Text level Punctuation level	Use capital letters for proper nouns and the start of sentences accurately Use stops: full stops, question marks and exclamation marks confidently in writing Continue to add detail to sentences using thoughtful and appropriate adjectives and verbs Use progressive form of verbs correctly (she was/he is)	Use co-ordinating conjunctions and subordinating conjunctions Use commas to separate items in a list and build lists fluently within writing as a commonly used sentence structure Use the full range of sentences within a piece of writing Know and use the correct form of **a/an** before a noun Use simple adverbs of time add detail to sentences	Use apostrophes to mark where letters are missing and to mark singular possession in nouns Express time, place and cause using adverbs: [for example, *after, next, soon, therefore*] Use simple adverbs of manner to add detail to sentences	Express time, place and cause using subordinating conjunctions to extend sentences: [for example, *when, before, after, while, so, because, although]* Express time, place and cause using prepositions: [for example, *before, after, during, in*] Use the full range of sentences within a piece of writing	Introduce inverted commas as the punctuation which marks direct speech Use the present perfect form of verbs correctly when appropriate [for example, *why has he done this? I have to get going]* Express time, place and cause using adverbs, conjunctions and prepositions Use the full range of sentences within a piece of writing	
New Terminology for Pupils	consonant, consonant letter vowel, vowel letter		preposition word family conjunction	prefix clause, subordinate clause	inverted commas direct speech	
Half Termly Spelling Focus **Word Level objectives**	Revision of rules when adding suffixes Year 2 Rules 11, 12, 13 Homophones: there, their, they're, you're, your **S.A Rule 17** Use apostrophes to mark where letters are missing and to mark singular possession in nouns	Adding suffixes beginning with vowel letters to words of more than one syllable **S.A Rule 1** The /ʌ/ sound spelt -ou **S.A Rule 3** Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	The suffix -ation **S.A Rule 5** The suffix -ly **S.A Rule 6** Show how words are related in form and meaning [for example, *solve, solution, solver, dissolve, insoluble*]	Spell words with prefixes: dis-mis- in-im- re- **S.A Rule 4** Words with endings sounding like /ʒə/ or /tʃə/ -sure, -ture, -cher **S.A Rule 7**	Endings which sound like /ʒən/ -sion **S.A Rule 8** The suffix –ous **S.A Rule 9** Use the first two or three letters of a word to check its spelling in a dictionary	The /ɪ/ sound spelt y elsewhere than at the end of words **S.A Rule 2** Spell words with prefixes: auto –anti -sub-, inter-, super- **S.A Rule 4**
Home Learning Spellings	arrive surprise decide complete describe favourite extreme February guide	address thought answer through opposite caught enough naughty though	accident possible accidentally build occasion busy occasionally business probably	disappear reposition appear pressure believe suppose disbelieve position rebuild	famous separate various earth occasion fruit possession heart possess	history opposite increase quarter minute remember natural material length

	or Year 4					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Texts Babcock Lit Curriculum Hamilton Classics	**Mr Stink by David Williams or Matilda by Roald Dahl**	**Little Evie and the Wild Wood by Jackie Morris and The Girl and The Fox** **How Santa Really Work by Alan Snow**	**Myth Atlas by Thiago de Moraes** **NF: Dare to Care: Pet Dragon by Mark Robertson and Sally Symes / Dragons: Truth, Myths and Legends**	**The Matchbox Diary by Paul Fleischmann** **Catch It (short film)**	**Oscar WIlde - The Selfish Giant**	**Cinnamon by Neil Gaiman** **NF: A Walk in London by Salvatore Rubbino**
Purposeful Writing Outcomes (Main 2 per half term)	**Fiction:** Introducing a character as part of a narrative / contrasting characters (3ʳᵈ person) **Non-fiction:** Complaint letters / letters to persuade (1ˢᵗ person)	**Fiction:** Write the story of the Girl and the Fox (not focused on fronted adverbials) **Non-fiction:** Instructions	**Fiction:** Write a myth as a play-script and as a story **Non-fiction:** Information text about caring for a mythical creature	**Fiction:** Settings, dialogue and story from Meerkat perspectives (present tense) **Non-fiction:** A ship's log in the form of a recount	**Fiction:** Stories with a moral **Non-fiction:** Non-fiction embedded within fiction eg lists/missing posters focus on apostrophes	**Fiction:** Stories in the style of, with dialogue **Non-fiction:** Adverts and information text about Crediton
Poetry Select 2 poetry blocks across the year	**Limericks, Cinquains and Haikus**					
Composition and Text Level Skills	Use paragraphs to organise ideas around a theme Choose nouns or pronouns within and across sentences to aid cohesion and avoid repetition Understand there are different types of characters and select for own "part" narrative		Understand there are different types of settings and plots and to select appropriately for own narrative Organise paragraphs around a theme and always use paragraphing within writing Use the progressive form of verbs (I was/ he is) and present perfect (he has...I have)		Write own narratives using appropriate setting, characters and plot for the theme Use organisation features such as headings and sub-headings to aid presentation Write non-fiction texts using appropriate structures and features - bullet points and diagrams	
	Plan the structural features of a given text type using scaffolds and own planning formats Plan by noting ideas on structure, vocabulary and grammar of a given text type Write for a range of purposes always using a clear structure, relevant description [including technical vocabulary] and correct punctuation throughout Read aloud their own writing, to a group or to the class, controlling tone, volume and expression					
Editing skills	Proofread own and others' work, checking for cohesion and make changes to avoid repetition		Proofread own and others' work, checking for the correct use of stops and commas and explain the difference between them		All	
Grammar and Punctuation Focus Sentence level and Punctuation level	Use the full range of sentences within a piece of writing, including lists and exclamations, correctly punctuated Expand nouns phrases using modifying adjectives or prepositions and ensure that noun phrases are written within complete sentences [for example, *the strict maths teacher with curly hair* underline *walked* into *the large classroom of nervous students.*]	Express time, place and cause using subordinating conjunctions to extend sentences: [for example, *when, before, after, while, so, because, although]* Use a comma after subordinate clauses which open sentences Expand nouns phrases Practise the full range of sentences	Use inverted commas to punctuate direct speech with punctuation inside the speech marks Express time, place and cause using subordinating conjunctions to extend sentences: [for example, *when, before, after, while, so, because, although]* Use a comma after subordinate clauses which open sentences Practise full range of sentences	Use a comma after a reporting clause in direct speech [for example, *The conductor shouted, "Sit down!"* Use adverbials of time, place and manner to open sentences in meaningful and appropriate ways Use a comma after fronted adverbials and subordinate clauses which open sentences Use the full range of sentences	Use apostrophes to mark plural possession [for example, *the girl's name, the girls' names*] Choose nouns or pronouns within and across sentences to aid cohesion and avoid repetition Vary openers within each section of writing to create flow and variety, using determiners, pronouns, adverbials, adverbs, subordinating conjunctions and adjectives to open sentences Use the full range of sentences with correct punctuation	
New Terminology for Pupils	**subordinate / dependent clause, independent clause** **extended noun phrase, pronoun**		**adverbial, fronted adverbial**		**subordinate / dependent clause, independent clause** **pronoun, possessive pronoun, determiner**	
Half Termly Spelling Focus Word Level objectives	Revision of Year 3 Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian **S.A Rule 10**	Words with the /k/ sound spelt ch **S.A Rule 11** Words with the /ʃ/ sound spelt ch **S.A Rule 12**	Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que **S.A Rule 13** Words with the /s/ sound spelt sc **S.A Rule 14**	Words with the /eɪ/ sound spelt ei, eigh, or ey **S.A Rule 15** Possessive apostrophe with plural words **S.A Rule 16** Use the present perfect form of verbs correctly when appropriate	Possessive apostrophe with plural words and apostrophe revision **S.A Rule 16** Homophones and near-homophones **S.A Rule 17**	Homophones and near-homophones **S.A Rule 17** Know and use correctly the Standard English forms for verb inflections instead of local spoken forms
Home Learning Spellings	mention library possess experiment possession strength question interest therefore	bicycle circle recent medicine centre notice century exercise certain	grammar continue breath early breathe group consider strange calendar	eight ordinary eighth forward reign heard weight guard height	important peculiar island perhaps learn popular often imagine particular	promise straight purpose woman regular women sentence potatoes special

	Year 5					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Texts Babcock Lit Curriculum Hamilton Classics	**NF: The True Story of Four Black Women and the Space Race – ML Shetterly** **Voices in the Park**	**The Lighthouse (short film)** **Kensuke's Kingdom and Kacper, Prince of Cats – Michael Morpurgo**	**Frankenstein or Beowulf**	**Danny the Champion of the World**	**NF: 101 Things To Do to Become a Superhero… or evil genius by Richard Horne** **NF: Eats, Shoots and Leaves** **Robot Girl – Malorie Blackman**	**Varjak Paw by SF Said linked with clips from The Lion King** **NF: Drove of Bullocks**
Purposeful Writing Outcomes (Main 2 per half term)	**Fiction:** Stories written from different perspectives **Non-fiction:** Biography of significant person	**Fiction:** Sections of a narrative: dialogue in a crisis; descriptive settings **Non-fiction:** Reporting an event from different angles / interviews	**Fiction:** A Monster's Story **Non-fiction:** Debate – preparing a speech for a debate	**Fiction:** Descriptions + developing a new chapter **Non-fiction:** How to catch a pheasant explanation and instructions on how to make pheasant pie	**Fiction:** Science Fiction **Non-fiction:** Instructional focusing on parenthesis / commas for ambiguity	**Fiction:** Narrative with pace and atmosphere **Non-fiction:** Information text about animals featured in fiction texts in the style of Drove of Bullocks
Poetry Select 2 poetry blocks across the year	Narrative poetry					
Composition and Text Level Skills	Use correct subject and verb agreement Ensure the consistent and correct use of tense throughout a piece of writing Use pronouns, adverbials and connectives to build cohesion across paragraphs		Describe settings and characters Create atmosphere within a narrative Integrate dialogue within a narrative to convey character		Describe settings and characters and create atmosphere within a narrative Use pronouns, adverbials and connectives to build cohesion within and across paragraphs Integrate dialogue within a narrative to convey character	
	Plan writing by identifying the audience and purpose for writing, using similar writing as models Plan writing by noting and developing initial ideas, drawing on reading and research Select ambitious and precise vocabulary to convey meaning Write completed narratives and non-narratives using correct structural, linguistic and grammatical features of a particular genre in a given time					
Editing skills	Edit writing to improve spellings and language Perform own compositions, using appropriate intonation, volume, and movement so that meaning is clear		Edit writing to improve grammar and language appropriate to task and level Proofread own and others' writing against structural, linguistic and grammatical features of particular genre		Edit writing to improve spellings, grammar and language appropriate to task and level Perform own compositions, using appropriate intonation, volume, and movement so that meaning is clear	
Grammar and Punctuation Focus Sentence level and Punctuation level	Vary openers within each section of writing to create flow and variety, using determiners, pronouns, adverbials, adverbs, subordinating conjunctions and adjectives to open sentences Understand the comma is placed after the extra information – not independent clauses Use a comma after fronted adverbials and subordinate clauses which open sentences	Link ideas across paragraphs using adverbials of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices [for example, *he had seen her before*] Expand noun phrases for detail – developing language choices Indicate degrees of possibility using modal verbs [for example, *might, should, will,* must]	Name and understand how to use relative pronouns which, who, whose, where, when Within sentences, use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Use commas correctly to add extra information to sentences	Within sentences, use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Use brackets, dashes or commas to indicate parenthesis Indicate degrees of possibility using adverbs [for example, *perhaps, surely*]	Indicate degrees of possibility using adverbs [for example, *perhaps, surely*] Indicate degrees of possibility using modal verbs [for example, *might, should, will,* must] Use devices to avoid repetition and build cohesion within a paragraph Use commas to avoid ambiguity in sentences	Indicate degrees of possibility using adverbs [for example, *perhaps, surely*] Indicate degrees of possibility using modal verbs [for example, *might, should, will,* must] Use devices to avoid repetition and build cohesion within a paragraph Begin to use colons, semi-colons or and dashes
New Terminology for Pupils	modal verb		relative pronoun, relative clause. parenthesis, brackets, dashes		cohesion, ambiguity	
Half Termly Spelling Focus **Word Level objectives**	Revision of **Y3/4 S.A Rule 17** Homophones and other words that are often confused **S.A Rule 10** Develop use of dictionary	Endings which sound like /ʃəs/ spelt –cious or –tious **S.A Rule 1** Words with 'silent' letters **S.A Rule 9** Develop use of thesaurus	Endings which sound like /ʃəl/ -cial -tial **S.A Rule 2** Convert nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]	Rules for words ending in -ant,-ance/-ancy, -ent,-ence/-ency **S.A Rule 3**	Words ending in -able -ible -ably -ibly **S.A Rule 4** Know and use verb prefixes correctly [for example, dis–, de–, mis–, over– and re–]	Adding suffixes beginning with vowel letters to words ending in –fer **S.A Rule 5** Revision and consolidation
Home Learning Spellings	accommodate bruise category cemetery definite	desperate dictionary embarrass environment exaggerate	marvellous nuisance parliament privilege secretary	vegetable government conscious conscience soldier	criticise excellent existence hindrance necessary	prejudice sacrifice forty temperature twelfth	physical symbol system competition explanation	profession pronunciation available vehicle sufficient	correspond immediate immediately occupy occur	opportunity recommend especially frequently sincerely	curiosity accompany according aggressive apparent	appreciate attached committee communicate community

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Texts Babcock Lit Curriculum Hamilton Classics	The Island by Armin Greder and Eric / Tales from Inner City by Shaun Tan and Sea-Tongue By Kevin Crossly Inside the Villains by Clotilde Perrin	Macbeth and Hamlet A Viking Village (short film)	No Return: Peter Gouldthorpe NF: Harry Potter - A Journey Through A History of Magic by British Library's Curatorial Team	The Highway Man by Alfred Noyes Dartmoor Stories	The Chronicles of Harris Burdick by Chris Van Allsburg et al NF: Suffragette: The Battle for Equality – David Roberts / Derby Day / Talking Heads	A Beautiful Lie by Irfan Master NF: The 3 Little Pigs Project
Purposeful Writing Outcomes (Main 2 per half term)	**Fiction:** Outsider Stories Description / Atmospheric narrative Focus on perspectives **Non-fiction:** Fact-files of characters from children's chosen stories with focus on parenthesis + Letters (Topic –reporting the Titanic)	**Fiction:** Narrative for chosen audience / modern take **Non-fiction:** Survival Guides	**Fiction:** Diaries and Letters **Non-fiction:** Tourist Guide for New York/ somewhere else +Formal, concise and precise information writing	**Fiction:** Creating atmosphere in narrative with high-punctuation focus and Legends **Non-fiction:** Eye-witness Reports	**Fiction:** Monologues and Different Perspectives **Non-fiction:** Biographies (fictional or real)	**Fiction:** Multiple outcomes linked to text **Non-fiction:** Argument, Bias and Persuasion
Poetry Select 2 poetry blocks across the year	Free Verse / Creation atmosphere *Passive-voice verse*					
Composition and Text Level Skills	Plan writing by identifying the audience for the writing, selecting the appropriate form and using other similar writing as models for their own Consider how authors have developed specific narrative/ nonfiction genre and to note devices they will try to replicate in own writing Understand and use layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] Select ambitious and precise vocabulary to convey meaning Write completed narratives and non-narratives using correct structural, linguistic and grammatical features of a particular genre in a given time Use a wide range of devices to build cohesion within and across paragraphs Describe settings, characters and create atmosphere/tone in writing appropriately for purpose Integrate dialogue within a narrative to convey character Choose register appropriate to task/ genre and distinguish between speech / writing Select punctuation appropriately to enhance meaning and create effect Ensure the consistent and correct use of tense throughout a piece of writing					
Editing skills	Ensure the consistent and correct use of tense throughout a piece of writing Independently assess effectiveness of writing against structural, linguistic and grammatical features of particular genre		Proofread own work and propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning		Proofread own work and propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	
Grammar and Punctuation Focus Sentence level and Punctuation level	Expand noun phrases for detail Within sentences with relative clauses Use brackets, dashes or commas to indicate parenthesis Link ideas across paragraphs Understand and use layout devices	Use semi-colons to separate related independent clauses Use brackets, dashes or commas to indicate parenthesis Link ideas across paragraphs Modal Verbs	Use semi-colons to separate related independent clauses Use dashes and colons to mark boundaries between clauses, phrases or words Use a colon after an independent clause to introduce a list or idea Use hyphens to avoid ambiguity	Understand and use layout devices Use semi-colons within list where the information is detailed or contains commas Practise effectively incorporating the full range of punctuation into writing Use the passive to affect the presentation of information in a sentence	Practise effectively incorporating the full range of punctuation into writing Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipses Use the passive to affect the presentation of information in a sentence	Understand and use layout devices Practise effectively incorporating the full range of punctuation into writing Know the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing
New Terminology for Pupils	**subject, object , active, passive , synonym, antonym , semi-colon**		**ellipsis, hyphen, colon, bullet points**			
Half Termly Spelling / Language Focus **Word Level objectives**	Revision of Year 5 Spellings Use of the hyphen **S.A Rule 6** Words with the /i:/ sound spelt *ei* after *c* **S.A Rule 7**	Words containing the letter-string *ough* **S.A Rule 8** Know how words are related by meaning as synonyms and antonyms	Words with 'silent' letters **S.A Rule 9**	Homophones and other words that are often confused **S.A Rule 10**	Revision	Etymology Project
Home Learning Spellings	achieve variety convenience ancient mischievous foreign yacht thorough efficient disastrous	familiar muscle identify average signature awkward stomach bargain shoulder controversy	determined interfere develop interrupt guarantee language harass leisure individual lightning	neighbour relevant persuade amateur programme programme queue rhyme recognise rhythm	Revision	Revision

	Reading to Children: Reading Spine					

We are proud of the culture we create to promote reading for pleasure.

Children will be read a class story a minimum of 3x a week, usually at the end of the day, but timetables may vary and the Reading Spine below shows the journey of books that children will be exposed to.

Children are also read to during other subjects such as PSHE, RE, assemblies and as part of English Sequences.

For further break down of Reading aloud to children and Reading for pleasure see Reading Intent and Implementation.pdf

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Handa's Surprise ● Rosie's Walk ● On the way home ● Good night moon ● Elmer ● I'm special I'm me ● Where's Spot? ● You Choose ● Brown Bear ● Room on the broom ● Stickman ● The Great Nursery Rhyme Disaster		Owl Babies ● Gruffalo ● Six Dinner Sid ● Whatever Next, Farmer Duck ● Shhh! ● The Tiger who Came to Tea ● Dear Zoo ● We're going on a bear hunt ● Squash and a Squeeze ● The Elves and the Shoemaker ● Billy Goats Gruff ● Red Riding Hood ● Jack and the Beanstalk ● Jim and the Beanstalk ● The Great Fairytale Disaster		Mr Gumpy's Outing ● Mrs Armitage on Wheels ● The Very Hungry Caterpillar ● Jasper's Beanstalk ● The Train Ride ● Naughty Bus ● Superworm ● Mira's Curly Hair (BAME	
Year 1	The Toy Maker ● This is the Bear ● Katie Morag stories ● Where the wild things are ● Can't you sleep Little Bear ● But you promised		Snail and the Whale ● Emperor's Egg ● Lost and Found ● Royal Nappy Princesses are Not Quitters! ● Little Red Riding Hood ● Hair Love (BAME)		Big Dog and Little Dog go flying ● Mrs Armitage on Wheels ● Master Track's Train ● Avocado Baby ● The Tiny Seed ● Wheels ● Sports Day	
Year 2	Traction Man Is Here ● Pumpkin Soup ● Not Now, Bernard ● Emily Brown And The Thing ● Fantastic Mr Fox ● Meerkat Mail ● Not Now, Bernard ● The Giraffe And The Pelly And Me		Frog And Toad Together ● Flat Stanley ● The Flower – John Light ● Willa And Old Miss Annie ● Horrid Henry Meets The Queen ● Amazing Grace ● Who's Afraid of the Big Bad Book? ● Look Up (BAME) ● The True Story Of Little Red Riding Hood		The Hodgeheg ● The Fearsome Fight For Flight ● Dr Xargle's Book of Earthlets ● Tuesday ● Gorilla ● You Can't Let an Elephant Drive A… (Digger, Bus) series ● The Team ● Go! Go! Chichico! ● Hitting The Basket	
Year 3	The Lion the Witch and the Wardrobe		The Sheep Pig Sam Wu is not Afraid of the Dark (BAME)		Matilda Ellie and the Cat (BAME)	
Year 4	Bill's New Frock BFG		Charlotte's Web Planet Omar (BAME)		Why the Whales Come Voices in the Park	
Year 5	Farther The Wolves of Willoughby Chase		High Rise Mystery (BAME)		Tom's Midnight Garden or The Midnight Fox Journey to Jo'burg (BAME)	
Year 6	The Arrival Refugee Boy or Other Side of the Truth (BAME)		The Polar Bear Explorer's Club		Skellig Some Place More Than Others (BAME)	

	Developing reading for pleasure: Independent Reading Expectations – Home and School		
Children are expected to read at home every night. In Key Stage 2, children are also given time to read in school to develop their independent reading. We use Accelerated Reader to track children's reading throughout KS2. Children receive a fortnightly conference with their teacher to discuss their reading choices, targets and to be listened to read.			
	Implementation		
EYFS	Most children will be reading all Set 1 sounds by the end of autumn term. Most children will be reading red storybooks by the end of spring term. Most children will be reading green or purple storybooks by the end of summer term.		
Year 1	Most children will be reading pink storybooks by the end of autumn term (and will read all Set 2 sounds speedily). Most children will be reading yellow storybooks by the end of spring term (and will read some Set 3 sounds speedily). Most children will be reading blue storybooks by the end of summer term (and will red all Set 3 sounds speedily). When children have finished the RWI program, they will begin to read AR books. Children are expected to read at home for 20 minutes five times a week.		
Year 2	Most children will be reading blue storybooks with increasing fluency and comprehension by the end of autumn term, if not sooner. Most children will be reading grey storybooks with fluency and comprehension by the end of spring term, if not sooner. When children have finished the RWI program, they will begin to read AR books. Children are expected to read at home for 20 minutes five times a week.	**AR certification aims:** • Ready Reader • Independent Reader	Children work towards each certification Certification Details When a child has achieved their certification, the teacher will see their "quiz percentage correct" value. If it is over 85%, the child can start working towards the next certification.
Year 3	Most children will be on free readers, choosing books according to their ZPD. Children who are not will continue to receive RWI provision. Children are expected to develop reading stamina in independent reading sessions at school for 20 minutes. Children will be set an AR points personal target linked to their Star Assessment. Children are expected to read at home for 20 minutes every day.	**AR certification aims:** • Rising Reader • Super Reader	If the child's "quiz percentage correct" value is lower than 85% then they are set the same certification as a RE-certification, indicated by a bracket e.g Ready Reader (2) **ZPD levels:** **Year 2:** Aiming for ZPD to include value 1.9 by the end of the
Year 4	Most children will be on free readers, choosing books according to their ZPD. Children who are not will continue to receive RWI provision. Children are expected to develop reading stamina in independent reading sessions at school for 20 – 30 minutes. Children will be set an AR points personal target linked to their Star Assessment. Children are expected to read at home for 20 -30 minutes every day.	**AR certification aims:** • Advanced Reader • Star Reader	year. **Year 3:** Aiming for ZPD to include value 2.9 by the end of the year. **Year 4:** Aiming for ZPD to include value 3.9 by the end of the year. **Year 5:** Aiming for ZPD to include value 4.9 by the end of the
Year 5 and 6	Most children will be on free readers, choosing books according to their ZPD. Children who are not will continue to receive RWI provision. Children are expected to develop reading stamina in independent reading sessions at school for 30 minutes. Children will be set an AR point's personal target linked to their Star Assessment. Children are expected to read at home for 30 minutes every day.	**AR certification aims:** • Classic Reader • Honours Reader *Honours Readers list is a specially selected list of books to challenge our young readers and expose them to texts they*	year. **Year 6:** Aiming for ZPD to include value 5.9 by the end of the year. Honours Reading List

			wouldn't pick themselves.	

Direct Reading Instruction
Organisation of Reading Teaching
Teachers timetable their teaching of reading on a half-termly basis and discuss /agree priorities depending on their timetable. **Non-negotiables include:** Reading skills are taught as part of English lessons and as discrete sessions, the balance of which may be dependent on timetable and needs in the class. Teachers may choose one of the following approaches: - Daily guided reading sessions: teacher working with at least one group per day and pupils grouped by need rather than ability   - Whole class teaching sessions instead of Guided Reading.   - Bespoke timetables will be agreed with the English lead on a half termly basis / termly basis.   - Teachers link reading teaching to English text or select from Core text list / Plagues of Reading / Guided Reading stock
A child's reading diet will vary depending on their needs An increasing expectation of written recording of understanding through KS2 Teaching of reading skills through Topic sessions – particularly with a focus on developing understanding of vocabulary 1:1 top up reading 3-5 times a week for identified children Reading interventions – comprehension or decoding based – set up by class teachers for identified groups RWI catch up
WORD READING SKILLS PROGRESSION

EYFS	**RWI Progression** Continues a rhyming string. Hears and says the initial sound in words Segment the sounds in simple words and blend them together and knows which letters represent some of them Link sounds to letters, naming and sounding the letters of the alphabet Begin to read words and simple sentences Use vocabulary and forms of speech that are increasingly influenced by their experiences of books Enjoy an increasing range of books. Know that information can be retrieved from books and computers
Year 1	**RWI Progression** Segment words using corresponding grapheme/ phoneme for all letters of the alphabet Read Year 1 common exception words with two letters Segment words using consonant digraphs Blend CVCC and CCVC words Segment and blend words using vowel digraphs Read longer Year 1 common exception words Recognise and use alternative sounds for graphemes Read words with more than one syllable using GPCs taught Read words using common endings: -ing, -ed, -er, -est Read words using common endings: -s, -es, Read words with contractions and understand that the apostrophe represents an omitted letter
Year 2	**RWI Progression** Segment and blend words using alternative graphemes taught Read words with two or more syllables containing GPCs taught

	Read words containing suffixes: ment, ness, ful, less, ly
	Read Year 2 common exception words
	Read compound words
	Read familiar words fluently without the need for segmenting and blending
Year 3	Apply knowledge of common prefixes: un-, dis-, mis-, in-, im-, re- to read aloud unfamiliar words
	Apply knowledge of common prefixes: un-, dis-, mis-, in-, im-, re- to understand meaning of new words
	Apply knowledge of common suffixes: -ing, -en, -er, -est to read aloud unfamiliar words
	Apply knowledge of common suffixes: -ment, -ness, -ful, -less, -ly, -ous, to read aloud unfamiliar words
	Apply knowledge of common suffixes: -ment, -ness, -ful, -less, -ly, -ous, to understand the meaning of new words
	Understand there are 'word families' which show how words are related in form and meaning
Year 4	Apply growing knowledge of root words to read words aloud effectively; understand meaning of new words
	Note, when reading aloud, where there are unusual correspondences between spelling and sound
	Test out different pronunciations of words when reading aloud and to select the correct pronunciation supported by context and syntax
Year 5 /6	Use a range of strategies to read any unfamiliar word independently and accurately

Fluency Progression
Children to achieve scores 10+ before moving onto a new book level. Teachers assess when reading aloud with children. Children who score under 10 to receive regular reading aloud opportunities and additional reading.

Pyramid of Priority

Developing the full range of children's reading skills is crucial to them being confident and assured readers. We use the VIPERS throughout school so children have an understanding of what they are learning. Teachers will prioritise teaching coverage based on children's needs, but as a model we use the pyramid of priority.
This is because of the paramount importance of Vocabulary acquisition in developing our children as learners, so the teaching of and exploration of vocabulary is a key ingredient in all reading lessons.

Summarising	Prediction	Explaining

Retrieval
The skills of retrieval underpin a child's basic comprehension of a text. Developing retrieval skills constitute a higher balance of teaching than other reading skills.

Inference
The ability to infer is crucial to a child's deeper understanding of a text. Alongside retrieval, inference occupies a higher focus than other reading objectives.

Connections / Comparisons/ Conventions

Children's understanding of literature is built across not just our English sessions and reading sessions, but through our Challenge Curriculum – Culture Vultures – and across our curriculum. This strand encourages children to develop their understanding of different genres and make links across different texts and their own experiences.

Vocabulary

The direct teaching of vocabulary and creating a language rich culture underpin our entire curriculum. We believe gaps in understanding of vocabulary create the biggest barrier to children in their reading understanding. Therefore, in all reading activities vocabulary is discussed, shared, introduced, explored. As well as this, the skill of clarifying vocabulary using the context of a sentence is a skill directly taught. For more details, see our: Spelling and Vocabulary Policy

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
			COMPREHENSION PROGRESSION AND COVERAGE YEAR 1			
TEACHING COVERAGE	**Establish general understanding of texts through discussions.** Ask questions to develop **vocabulary.** Ask **retrieval** questions – who, what, when, where, did… Teach children to locate information on a page by pointing.	Continue to focus on **vocabulary and retrieval** skills in all reading through discussion. **NEW:** Develop **inference** skills by asking "why" questions Teach children to write simple one word responses to answer retrieval questions.	Continue to focus on developing understanding of **vocabulary.** Practise answering **retrieval and inference** questions about a text by writing simple responses. **NEW:** Develop skills of prediction.	Continue to focus on developing understanding of **vocabulary.** Practise answering retrieval and inference questions about a text by writing simple responses. **NEW:** Develop summarising skills	As per teacher assessment and class need. **Develop children's skills through practising a variety of question types and formats (see below).** **Ensure coverage across the year of:** Poem – rhyming / non rhyming Non-fiction – information texts Stories – contemporary / fairy tales	
TEACHING OBJECTIVES **Connections / Comparisons/ Conventions**	**In all reading:** To listen to and discuss a wide range of stories and non-fiction at a level beyond which they can read independently Link what they read to their own experiences Retell fairy stories/traditional tales/familiar/favourite stories Discuss the significance of events in a text Discuss the significance of the title Describe the characteristics of fairy stories and traditional tales and other sets of stories Describe the characteristics of simple non-fiction texts			**Speaking and Listening objectives:** To learn to appreciate rhymes and poems, and to recite some by heart To introduce rules for effective discussions/ conversations To take turns in discussions and listen to what others say To read aloud their writing clearly enough to be heard by peers and adults To role-play familiar narratives, using story language and new vocabulary To take on the roles of familiar characters, identifying feelings and using vocabulary they would use		
OBJECTIVES	**Vocabulary**	**Inference**	**Prediction**	**Explain**	**Retrieve**	**Sequence / Summarise**
	Discuss the meaning of new words	Make inferences based on what is said and done Answer questions on **why** characters' actions have taken place using **because**	Join in and recognise predictable phrases Predict what might happen next on basis of what has been read so far Make predictions based on the title	Explain clearly their understanding of what is read to them	Show understanding of a text through answering simple questions verbally. Answer who, what, when, where, did… questions	Explain what happened first/last / before/after
VIPERS SKILLS / KNOWLEDGE **IMPACT** **Children will be able to…**	Answer questions: "Which word….?" E.g *Which word describes how the parrot moves?* Tell me/Write a word that means… Which word means the same as…?	Use **because** when answering **why** questions Use clues in text to support answer – find a word or picture to support their viewpoint.	Answer "Why will…" questions Answer "What do you think…." questions.	Share their opinions. Explain how something in a text links with something in their own experience.	Find a word in a text and point to it. Find an answer in a text and write the answer as a single word. Answer multiple choice questions by ticking the correct answer Draw lines to match information from the text with other information	Match information from a text to when it happened by drawing lines. Write numbers by statements to show the order of something in a text.

COMPREHENSION PROGRESSION AND COVERAGE YEAR 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TEACHING COVERAGE Across fiction, non-fiction and poetry…	**Establish general understanding of texts through discussions.** Ask questions to develop **vocabulary.** Ask **retrieval** questions – who, what, when, where, did…	Continue to focus on **vocabulary and retrieval** skills in all reading through discussion. **NEW:** Develop **inference** skills by asking "why" questions Teach children to write simple one word responses to answer retrieval questions.	Continue to focus on developing understanding of **vocabulary.** Practise answering **retrieval and inference** questions about a text by writing simple responses. **NEW:** Develop skills of prediction.	Continue to focus on developing understanding of **vocabulary.** Practise answering questions about a text by writing simple responses **using sentence stems.** **NEW:** Develop summarising skills	As per teacher assessment and class need. **Develop children's skills through practising a variety of question types and formats (see below).** **Ensure coverage across the year of:** Poem – rhyming / non rhyming Non-fiction – information texts Fiction/ Stories – contemporary / fairy tales / texts that include dialogue/ playscripts	
TEACHING OBJECTIVES **Connections / Comparisons/ Conventions**	**In all reading:** Retell accurately familiar fairy stories and traditional tales Discuss simple recurring literary language in stories and poems Self-correct inaccurate reading using contextual and syntactic clues Discuss cause and effect in narrative and non-fiction texts Ask relevant questions about the characters and events they have just read about Read and make sense of non-fiction texts that are structured in different ways - dictionaries Draw on what they already know or on background information and vocabulary provided by the teacher			**Speaking and Listening objectives:** To discuss how different types of writing is structured To continue to build up a repertoire of poems learned by heart, appreciating these and reciting To identify some differences between spoken and written language To participate in discussion about books, poems and other works that are read to them and those they can read To take turns and listen to what others say and consider others' feelings and opinions To read loud what they have written with appropriate intonation to make meaning clear To use role-play and drama techniques to identify with and explore characters and to try out language To use drama and role-play to order ideas/ events		
OBJECTIVES	**Vocabulary**	**Inference**	**Prediction**	**Explain**	**Retrieve**	**Sequence / Summarise**
	Identify synonyms for common adjectives and verbs in a text Discuss the meaning of words linking new meanings to known vocabulary Establish meaning of unknown words independently using context and how a word is spelt Discuss their favourite words and phrases from a text	Identify how a character is feeling using text to support answer Answer questions on the reason for a character's dialogue	Predict what will happen in the next section of the text on the basis of what has been read so far	Discuss and express 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 To explain and discuss their understanding of books, poems and other material, both those that they listen to and those they read for themselves	Show understanding of a text through answering questions verbally and in writing. Answer who, what, when, where, did… questions	Understand the sequence of events in books and how information is related
VIPERS SKILLS / KNOWLEDGE **IMPACT** **Children will be able to…**	"Which word….?" E.g *Which word describes how the parrot moves?* Tell me/Write a word that means… Which word means the same as…? Circle the "best" word to finish a sentence…	Answer questions on **why** characters' actions have taken place using **because** Use clues in text to support answer Answer "**what might**" questions about characters/actions	Answer "Why will…" questions Answer "What do you think…." questions.	Begin to develop written responses to questions **E.g. I think….because it says**	Answer **Find and Copy** 1/2/3 words… questions. Answer multiple choice questions by ticking the correct answer Draw lines to match information from the text with other information	Match information from a text to when it happened by drawing lines. Write numbers by statements to show the order of something in a text.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TEACHING COVERAGE Across fiction, non-fiction and poetry…	**Establish general understanding of texts through discussions.** Ask questions to develop **vocabulary.** Ask **retrieval** questions – teach children to scan texts to locate information quickly	Continue to focus on **vocabulary and retrieval** skills in all reading through discussion. **NEW:** Develop **inference** skills in discussion	Continue to focus on developing understanding of **vocabulary.** Practise answering **retrieval and inference** questions in different formats **NEW:** Develop skills of prediction and summarising	Continue to focus on developing understanding of **vocabulary.** Practise answering questions about a text by writing simple responses **using sentence stems.** **NEW:** Develop skills of explaining the purpose of structural choices by the writer and conventions of different genres	As per teacher assessment and class need. **Develop children's skills through practising a variety of question types and formats (see below).** **Ensure coverage across the year of:** Poem – rhyming / non rhyming Non-fiction – information texts, report Fiction/ Stories – contemporary / fairy tales / texts that include dialogue / adventure/ playscripts **Ensure children have a chance to practise applying retrieval skills where the wordcount of a text is at least 400 words.**	
TEACHING OBJECTIVES **Connections / Comparisons/ Conventions**	**In all reading:** Understand purpose of reading narratives; understand different structures of narratives Understand purpose of non-fiction; understand different structures of non-fiction Understand purpose of reading poetry; understand different structures of poetry Use dictionaries to check the meaning of words they have read Ask and answer questions to improve understanding of a text			**Speaking and Listening objectives:** To listen to and discuss a wide range of fiction including whole chapter books, non-fiction and poetry To 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 To use appropriate/relevant content in discussions To agree on and develop rules for effective discussions		
OBJECTIVES	**Vocabulary**	**Inference**	**Prediction**	**Explain**	**Retrieve**	**Sequence / Summarise**
	(Y2) Identify synonyms for common adjectives and verbs in a text Check a text makes sense to them as they read and explain the meaning of words in context Discuss words and phrases in a text that capture the reader's interest and imagination	(Y2) Identify how a character is feeling using text to support answer Identify which words/phrases convey a character's feelings, mood or motive	(Y2) Predict what will happen in the next section of the text on the basis of what has been read so far Predict what might happen from details stated and implied	To explain and discuss their understanding of a section of a text or a whole text	(Y2) Show understanding of a text through answering who, what, when, where, did, questions verbally and in writing. Retrieve/record information from non-fiction texts including one reason for something happening/existing Scan a text to find a given a word at speed.	(Y2)Understand the sequence of events in books and how information is related Identify the main ideas drawn from more than one paragraph and summarise these
VIPERS SKILLS / KNOWLEDGE **IMPACT** **Children will be able to…**	"Which word….?" E.g *Which word describes how the parrot moves?* Which word means the same as…? Circle the "best" word to finish a sentence… Underline the word that means… Complete statements eg *The word greedily tells us…"*	Answer questions on **why** characters' actions have taken place using **because** Underline words in a text that "show" / "**convey**" /"tell" us something Answer "**what might"** questions about characters/actions Circle/tick words which describe characters' actions/reaction	Answer "Why will…" questions Answer "What do you think…." questions and **use a quote from the text to justify**	Continue to develop written responses to questions using sentence stems **E.g. I think….because it says** Tick the structural features that are present in a certain text and explain their purpose. Explain how words and phrases in a text give information or impact the reader.	Answer **Find and Copy** 1/2/3 words… questions. Answer multiple choice questions by ticking the correct answer Draw lines to match information from the text with other information Put ticks in a table to show information correctly.	Match information from a text to when it happened by drawing lines. Write numbers by statements to show the order of something in a text. Draw lines to match beginning and ends of sentences. Chose one word to summarise the main content of a paragraph.

COMPREHENSION PROGRESSION AND COVERAGE YEAR 4						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TEACHING COVERAGE Across fiction, non-fiction and poetry…	**Establish general understanding of texts through discussions.** Ask questions to develop **vocabulary.** Ask **retrieval** questions – teach children to scan texts to locate information quickly	Continue to focus on **vocabulary and retrieval** skills in all reading through discussion. **NEW:** Develop **inference** skills in discussion	Continue to focus on developing understanding of **vocabulary.** Practise answering **retrieval and inference** questions in different formats **NEW:** Develop skills of prediction and summarising	Continue to focus on developing understanding of **vocabulary.** Practise answering questions about a text by writing simple responses **NEW:** Develop skills of explaining the purpose of structural choices by the writer and conventions of different genres	**Focus on skills of inference +** as per teacher assessment and class need. **Develop children's skills through practising a variety of question types and formats (see below).** **Ensure coverage across the year of:** Poem – rhyming / non rhyming / range of structures Non-fiction – information texts, report, letters, diaries Fiction/ Stories – contemporary / fairy tales / texts that include dialogue / adventure/ playscripts / myths and legends **Ensure children have a chance to practise applying skills where the wordcount of a text is at least 500 words.**	
TEACHING OBJECTIVES **Connections / Comparisons/ Conventions**	In all reading: Read and know the features of a wide range of narratives (see coverage above) Identify the themes in sets of books – e.g good/evil / magical Read aloud playscripts showing understanding of different characters' roles Recognise some different forms of poetry and the features therein Ask questions to improve their understanding of a text Explain why the punctuation has been used in a particular sentence Identify how certain adjectives, order of sections and subheadings contribute to meaning			Speaking and Listening objectives: To understand the differences between reading extracts or whole chapter books To listen to and discuss a wide range of plays To listen to and discuss a wide range of reference books To participate actively discussion about both books that are read to them and those they can read for themselves, taking turns naturally and listening carefully to what others say To evaluate rules for effective discussions To read aloud their own writing, to a group of their peers, using appropriate intonation, tone and volume		
OBJECTIVES	**Vocabulary**	**Inference**	**Prediction**	**Explain**	**Retrieve**	**Sequence / Summarise**
	Check a text makes sense to them as they read and explain the meaning of words in context Discuss words and phrases in a text that capture the reader's interest and imagination	Use clues in the text to explain the differences between characters Infer a character's feelings, thoughts, motives from their actions, justifying inferences with evidence	Predict what might happen from details stated and implied Consider possible alternatives to a character's actions and the effect that would have on events	To explain and discuss their understanding of a section of a text or a whole text	Show understanding of a text through answering who, what, when, where, did, questions verbally and in writing. Retrieve/record information from non-fiction texts including one reason for something happening/existing	Identify the main ideas drawn from more than one paragraph and summarise these
VIPERS SKILLS / KNOWLEDGE **IMPACT** **Children will be able to…**	"Which word….?" E.g *Which word describes how the parrot moves?* Which word means the same as…? Circle the "best" word to finish a sentence… Underline the word that means… Complete statements eg *The word greedily tells us…"* Which words best describe…?	Answer questions on **why** characters' actions have taken place using **because** Underline words in a text that "show" / "**convey**" /"tell" us something Answer "**what might**" questions about characters/actions Circle/tick words which describe characters' actions/reaction	Answer "Why will…" questions Answer "What do you think…." questions and **use a quote from the text to justify** Answer *What does this paragraph suggest will happen next? What do you think a character would say at this point…? Do you think? Yes/No – why?*	Develop written responses to questions **E.g. I think….because it says** Tick/match the structural features that are present in a certain text and explain their purpose. Explain how words and phrases in a text give information or impact the reader.	Answer **Find and Copy** questions. Scan different sections of an unknown text to locate info. Answer multiple choice questions by ticking the correct answer / put ticks in a table to show information correctly. Draw lines to match information from the text	Match information from a text to when it happened by drawing lines. Write numbers by statements to show the order of something in a text. Draw lines to match beginning and ends of sentences to show understanding of sequencing. Chose one word to summarise the main content of a paragraph.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TEACHING COVERAGE Across fiction, non-fiction and poetry…	**Establish general understanding of texts through discussions.** Ask questions to develop **vocabulary.** Ask **retrieval** questions – teach children to scan and skim texts to locate information quickly and to get the main gist of a text	Continue to focus on **vocabulary and retrieval** skills in all reading through discussion. **NEW:** Develop **inference** skills in discussion **NEW:** Develop skills of prediction and summarising	Continue to focus on developing understanding of **vocabulary.** Practise answering **retrieval and inference** questions in different formats **NEW:** Develop skills of comparison – across and within texts	Continue to focus on developing understanding of **vocabulary.** Practise answering questions about a text by writing more developed responses **NEW:** Develop skills of explaining the purpose of structural choices by the writer and conventions of different genres	**Focus on skills of inference +** as per teacher assessment and class need. **Develop children's skills through practising a variety of question types and formats (see below).** **Ensure coverage across the year of:** Poem – rhyming / non rhyming / range of structures Non-fiction – information texts, report, letters, diaries, newspapers, brochures/leaflets, reference books Fiction/ Stories – contemporary / fairy tales / texts that include dialogue / adventure/ playscripts / myths and legends / science fantasy **Ensure children have a chance to practise applying skills where the wordcount of a text is at least 500 words.**	

TEACHING OBJECTIVES **Connections / Comparisons/ Conventions**	**In all reading:** Read and know the features of a wide range of texts Recommend books to their peers, giving reasons for choices Distinguish between statements of fact and opinion Recognise and select the visual and linguistic features of different types of text Identify the effect the author has created through their use of punctuation or sentence types giving justification for their views Identify how imagery and/or different sentence types contribute to meaning			**Speaking and Listening objectives:** To be introduced to authors the children might not select for themselves To learn a wider range of poetry by heart To prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to audience To participate in discussions about books that are read to them and those they can read themselves, building on their own and others' ideas and challenging views courteously To present, verbally, information from non-fiction texts To perform their own compositions, using appropriate intonation, volume and movement		

OBJECTIVES	Vocabulary	Inference	Prediction	Explain	Retrieve	Sequence / Summarise
	Check a text makes sense to them as they read and explain the meaning of words in context Discuss words and phrases in a text that capture the reader's interest and imagination Identify why the author has chosen a specific word/phrase to describe a character or action giving justification for their views	Use clues in the text to explain the differences between characters Draw inferences and justify inferences with evidence from the text	Predict what might happen from details stated and implied based on: themes, conventions knowledge about the author and genres Consider possible alternatives to a character's actions and the effect that would have on events Identify a range of evidence within and beyond a text to support opinion	To explain and discuss their understanding of a section of a text or a whole text Describe what a word/phrase tells the reader about a character or event giving justification for views	Retrieve information from nonfiction texts which is then recorded and presented verbally using own language choices	Recognise and ask about the word/phrase that is key to the meaning of a passage of text Recognise the main theme of a text and give evidence to support answer Summarise the main ideas of a text, identifying key details that support the main ideas
VIPERS SKILLS / KNOWLEDGE **IMPACT**	"Which word….?" E.g *Which word informs us that Scar had a soft side?* Which word means the same as…?	Answer questions on **why** characters' actions have taken place using **because** Underline/circle/tick words in a text that "show" / "**convey**" /"tell"	Answer *What does this paragraph suggest will happen next? What do you think a character would say at this point…? Do you think? Yes/No – why?*	Develop written responses to questions *E.g. I think….because it says / The word ___ tells us that….*	Answer **Find and Copy** questions for words/phrases/sentences Scan different sections of an unknown text to locate info.	Match information from a text to when it happened by drawing lines. Write numbers by statements to show the order of something in

Children will be able to…	Circle the "best" word to finish a sentence… Underline the word that means… Complete statements e.g *The word greedily tells us…* Which words best describe…? Tick/Match/discuss why statements are fact or opinion by clarifying language carefully.	us something Answer "**what might**" questions about characters/actions Understand the meaning of words "impression" "mood" "convey" and use in answers Answer "***How do we know***" questions where the wording is different to how worded in a text.	Categorise predictions as likely/unlikely and justify with evidence	Use P.E.E to develop responses Explain a writer's use of similes and metaphors.	Answer true or false questions/ multiple choice questions by ticking the correct answer / put ticks in a table to show information correctly. Draw lines to match information from the text to other information	a text. Identify which paragraphs are mainly about a certain topic when given a choice. e.g. *Which paragraphs are mainly about the setting, character or both?* *Circle correctly:* *About character: 1 2 3 4 5* *About setting 1 2 3 4 5* *About both: 2 3 4 5* Chose one word to summarise the main content of a paragraph.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TEACHING COVERAGE Across fiction, non-fiction and poetry…	Focus on **vocabulary and retrieval** skills in all reading through discussion. Ask questions to develop **vocabulary.** **NEW:** Develop skills of prediction and summarising	**NEW:** Develop **inference** skills in discussion and written form **NEW:** Develop skills of comparison – across and within texts **NEW:** Develop skills of comparison – across and within texts	Continue to focus on developing understanding of **vocabulary, retrieval and inference** questions in different formats **NEW:** Develop skills of explaining the purpose of structural choices by the writer and conventions of different genres	Continue to focus on developing understanding of **vocabulary.** Practise answering questions about a text by writing developed responses (P.E.E) **Develop children's skills as per teacher assessment and through practising a variety of question types and formats (see below).**	**Ensure coverage across the year of:** Poem – rhyming / non rhyming / range of structures Non-fiction – information texts, report, letters, diaries, newspapers, brochures/leaflets, reference books / biographies Fiction/ Stories – contemporary / fairy tales / texts that include dialogue / adventure/ playscripts / folklore / science fantasy **Ensure children have a chance to practise applying skills where the wordcount of a text is at least 600 words.**	

TEACHING OBJECTIVES **Connections / Comparisons/ Conventions**	**In all reading:** **Revise Year 5+** Increase familiarity with fiction from distant past, modern fiction/ fiction from literary heritage Identify how the author adapts language to create effect Identify how the structure of a passage of text mirrors meaning Identify and discuss themes and conventions across a wide range of writing Make comparisons within and across books			**Speaking and Listening objectives:** **Revise Year 5+** To prepare plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to audience To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on topic and using notes where necessary To present, though own drama, an understanding of a narrative or character within a book that has been read to them		

OBJECTIVES	**Vocabulary**	**Inference**	**Prediction**	**Explain**	**Retrieve**	**Sequence / Summarise**
	Discuss and evaluate how authors use figurative language and the impact that has on the reader Identify why the author has chosen a specific word/phrase to describe a character or action giving justification for their views Identify the author's intention when using formal/informal language and the effect it creates	Use clues in the text to explain the differences between characters Draw inferences and justify inferences with evidence from the text	Predict what might happen from details stated and implied based on: themes, conventions knowledge about the author and genres Consider possible alternatives to a character's actions and the effect that would have on events Identify a range of evidence within and beyond a text to support opinion	To explain and discuss their understanding of a section of a text or a whole text Describe what a word/phrase tells the reader about a character or event giving justification for views	Retrieve information from nonfiction texts which is then recorded and presented verbally using own language choices or in written form – tables/charts/diagrams.	Recognise the main theme of a text and give evidence to support answer Summarise the main ideas of a text, identifying key details that support the main ideas Select and summarise the key points of a passage of text which describe characters and/or actions
VIPERS SKILLS / KNOWLEDGE **IMPACT** **Children will be able to…**	"Which word….?" E.g Which word informs us that Scar had a soft side? Which word means the same as…? Circle the "best" word to finish a sentence…	Answer questions on **why** characters' actions have taken place using **because** Underline/circle/tick words in a text that "show" / **"convey"** /"tell" us something Answer **"what might"** questions about characters/actions	Answer What does this paragraph suggest will happen next? What do you think a character would say at this point…? Do you think? Yes/No – why? Categorise predictions as likely/unlikely and justify with evidence	Develop written responses to questions **E.g. I think….because it says / The word ___ tells us that….** Use P.E.E to develop responses Explain a writer's use of	Answer **Find and Copy** questions for words/phrases/sentences Scan different sections of an unknown text to locate info. Answer true or false questions/ multiple choice questions by ticking the correct answer / put ticks in a	Match information from a text to when it happened by drawing lines. Write numbers by statements to show the order of something in a text. Identify which paragraphs are mainly about a certain topic

Underline the word that means… Complete statements e.g *The word greedily tells us…"* Which words best describe…? Tick/Match/discuss why statements are fact or opinion by clarifying language carefully.	Understand the meaning of words "impression" "mood" "convey" and use in answers Answer "**How do we know"** questions where the wording is different to how worded in a text.	Make predictions about characters, plots and themes of stories based upon knowledge of fiction genres and other books by the same author.	similes, metaphors and personification. Explain or show understanding of how the structural and presentational choices impact on meaning, theme and purpose (match feature to purpose/tick or cross) Explain viewpoints about one or more texts, making comparisons. Support a viewpoint by finding 2 or 3 different pieces of evidence within a text to justify the viewpoint. Explain whether they agree with a statement and provide 2-3 pieces of evidence from the text to support their opinion.	table to show information correctly. Draw lines to match information from the text to other information Support a viewpoint by finding 2 or 3 different pieces of evidence within a text to justify the viewpoint. Learn to "quote directly" from a text using inverted commas to support their viewpoints.	when given a choice. e.g. *Which paragraphs are mainly about the setting, character or both? Circle correctly: About character: 1 2 3 4 5 About setting 1 2 3 4 5 About both: 2 3 4 5* Chose one word to summarise the main content of a paragraph. Pinpoint the paragraph/section of a text where a key event or turning point occurs.

Handwriting Progression					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Handwriting EYFS	To draw lines and circles using gross motor movements. To use one-handed tools and equipment, e.g. makes snips in paper with childscissors. To hold a pencil between thumb and two fingers, no longer using whole-hand grasp. To hold a pencil near point between first two fingers and thumb, and use it with good control. To copy some letters, e.g. letters from their name.		To show a preference for a dominant hand. To begin to use anticlockwise movement and retrace vertical lines. To begin to form recognisable letters. To use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.		To give meaning to marks they make as they draw, write and paint. To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.	
Handwriting Year 1	Sit correctly at a table, holding a pencil comfortably and correctly Form lower-case letters in the correct direction, starting and finishing in the right place Form capital letters Form digits 0-9 Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these					
Handwriting Year 2	Form lower-case letters of the correct size relative to one another Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters Use spacing between words that reflects the size of the letters.		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		All	
Handwriting Year 3	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		Ensure that the down strokes of letters are parallel and equidistant Ensure that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch		Increase the legibility, consistency and quality of their handwriting through regular writing, maintaining standard	

Handwriting Year 4	Ensure that the down strokes of letters are parallel and equidistant Ensure that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch		Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters		Write legibly, fluently and with increasing speed Choose the writing implement that is best suited for a task.
Handwriting Year 5	Ensure that the down strokes of letters are parallel and equidistant Ensure that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch		Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters		Write legibly, fluently and with increasing speed Choose the writing implement that is best suited for a task.
Handwriting Year 6	Ensure that the down strokes of letters are parallel and equidistant Ensure that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch		Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters		Write legibly, fluently and with increasing speed Choose the writing implement that is best suited for a task.

New Termonology Progression					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	letter, capital letter, word, sentence, punctuation, noun, verb, stop, full stop		adjective, singular, plural, question mark, exclamation mark		All	
Year 2	noun, noun phrase, adjective, suffix, tense (past, present)		suffix, adverb, verb, apostrophe		suffix statement, question, exclamation, command	
Year 3	consonant, consonant letter vowel, vowel letter		preposition , word family, conjunction		prefix clause, subordinate clause	
Year 4	subordinate / dependent clause, independent clause extended noun phrase, pronoun		adverbial, fronted adverbial		pronoun, possessive pronoun, determiner	
Year 5	modal verb		relative pronoun, relative clause. parenthesis, brackets, dashes		cohesion, ambiguity	
Year 6	subject, object , active, passive , synonym, antonym , semi-colon		ellipsis, hyphen, colon, bullet points			

Grammar and Punctuation Prorgression					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Understand that words in a sequence form sentences – one complete idea Understand that sentences contain a noun <u>doing</u> a verb Label nouns and verbs	Capital letters and full stops in sentence Capital letter for the personal pronoun I Capital letters for names of people	Capital letters and full stops in sentence Use adjectives to describe nouns within a piece of writing Join words and clauses using "and"	Use simple technical vocabulary within a non-fiction piece of writing Choose interesting verbs Join words and clauses using "and" Use exclamation marks/question marks to demarcate simple questions or exclamations	Use thoughtful adjectives within simple noun phrases Use exclamation marks/question marks to demarcate simple questions or exclamations Capital letters for days of the week	Use thoughtful adjectives within simple noun phrases Use exclamation marks/question marks to demarcate simple questions or exclamations Use other co-ordination: but / so
Year 2	Use capital letters correctly to open sentences and for proper nouns Use full stops correctly at the end of an independent clause / sentence Use adjectives and other details to expand noun phrases for description	Use capital letters and full stops correctly in sentences that contain a conjunction Use coordinating conjunctions (*or, and, but, so*)	Start questions in different ways and demarcate with a question mark. Use exclamation marks in sentences of varied length [for example, *What a hot day it was!* Or *How fast he flew!* Or *It was back!*]	Use different sentence forms: statement, question, exclamation, command Use capital letters and full stops correctly in sentences that contain a conjunction (subordination / co-	Write in the present tense using verbs correctly Use the progressive form of verbs in the present and past tense to mark actions in progress [for example, *she is drumming, he was shouting*]	All

	and specification [for example, *the blue butterfly, plain flour, the man in the moon*] Write in the past tense using verbs correctly	Use subordinating conjunctions (*when, if, that, because*) Use apostrophes to mark where letters are missing in spelling and to mark singular possession in noun	Use subordinating conjunctions (*when, if, that, because*)	ordination) Use commas to separate items in a list	Use subordinating conjunctions (*when, if, that, because*)	
Year 3	Use capital letters for proper nouns and the start of sentences accurately Use stops: full stops, question marks and exclamation marks confidently in writing Continue to add detail to sentences using thoughtful and appropriate adjectives and verbs Use progressive form of verbs correctly (she was/he is)	Use co-ordinating conjunctions and subordinating conjunctions Use commas to separate items in a list and build lists fluently within writing as a commonly used sentence structure Use the full range of sentences within a piece of writing Know and use the correct form of **a/an** before a noun	Use apostrophes to mark where letters are missing and to mark singular possession in nouns Express time, place and cause using adverbs: [for example, *after, next, soon, therefore*] Use simple adverbs of manner to add detail to sentences	Express time, place and cause using subordinating conjunctions to extend sentences: [for example, *when, before, after, while, so, because, although*] Express time, place and cause using prepositions: [for example, *before, after, during, in*] Use the full range of sentences within a piece of writing	Introduce inverted commas as the punctuation which marks direct speech Use the present perfect form of verbs correctly when appropriate [for example, *why has he done this? I have to get going*] Express time, place and cause using adverbs, conjunctions and prepositions Use the full range of sentences within a piece of writing	
Year 4	Use the full range of sentences within a piece of writing, including lists and exclamations, correctly punctuated Expand nouns phrases using modifying adjectives or prepositions and ensure that noun phrases are written within complete sentences [for example, *the strict maths teacher with curly hair walked into the large classroom of nervous students.*]	Express time, place and cause using subordinating conjunctions to extend sentences: [for example, *when, before, after, while, so, because, although*] Use a comma after subordinate clauses which open sentences Expand nouns phrases Practise the full range of sentences	Use inverted commas to punctuate direct speech with punctuation inside the speech marks Express time, place and cause using subordinating conjunctions to extend sentences: [for example, *when, before, after, while, so, because, although*] Use a comma after subordinate clauses which open sentences Practise full range of sentences	Use a comma after a reporting clause in direct speech [for example, *The conductor shouted, "Sit down!"* Use adverbials of time, place and manner to open sentences in meaningful and appropriate ways Use a comma after fronted adverbials and subordinate clauses which open sentences Use the full range of sentences	Use apostrophes to mark plural possession [for example, *the girl's name, the girls' names*] Choose nouns or pronouns within and across sentences to aid cohesion and avoid repetition Vary openers within each section of writing to create flow and variety, using determiners, pronouns, adverbials, adverbs, subordinating conjunctions and adjectives to open sentences Use the full range of sentences with correct punctuation	
Year 5	Vary openers within each section of writing to create flow and variety, using determiners, pronouns, adverbials, adverbs, subordinating conjunctions and adjectives to open sentences Understand the comma is placed after the extra information – not independent clauses Use a comma after fronted adverbials and subordinate clauses which open sentences	Link ideas across paragraphs using adverbials of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices [for example, *he had seen her before* Expand noun phrases for detail – developing language choices Indicate degrees of possibility using modal verbs [for example, *might, should, will,* must]	Name and understand how to use relative pronouns which, who, whose, where, when Within sentences, use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Use commas correctly to add extra information to sentences	Within sentences, use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Use brackets, dashes or commas to indicate parenthesis Indicate degrees of possibility using adverbs [for example, *perhaps, surely*]	Indicate degrees of possibility using adverbs [for example, *perhaps, surely*] Indicate degrees of possibility using modal verbs [for example, *might, should, will,* must] Use devices to avoid repetition and build cohesion within a paragraph Use commas to avoid ambiguity in sentences	Indicate degrees of possibility using adverbs [for example, *perhaps, surely*] Indicate degrees of possibility using modal verbs [for example, *might, should, will,* must] Use devices to avoid repetition and build cohesion within a paragraph Begin to use colons, semi-colons or and dashes
Year 6	Within sentences with relative clauses Use brackets, dashes or commas to indicate parenthesis Link ideas across paragraphs Expand noun phrases for detail	Understand and use layout devices Use the passive to affect the presentation of information in a sentence Understand the difference between structures typical of informal speech	Use semi-colons to separate related independent clauses Use dashes and colons to mark boundaries between clauses, phrases or words Use a colon after an independent clause to introduce a list or idea	Understand and use layout devices Use semi-colons within list where the information is detailed or contains commas Practise effectively incorporating the full range of punctuation into writing	Practise effectively incorporating the full range of punctuation into writing Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipses	Understand and use layout devices Practise effectively incorporating the full range of punctuation into writing Know the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing

	Use semi-colons to separate related independent clauses	and structures appropriate for formal speech and writing or the use of subjunctive forms	Use hyphens to avoid ambiguity	Know the vocabulary typical of formal writing		

Spelling Progression KS2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Revision of rules when adding suffixes **Year 2 Rules 11, 12, 13** Homophones: there, their, they're, you're, your **S.A Rule 17** Use apostrophes to mark where letters are missing and to mark singular possession in nouns	Adding suffixes beginning with vowel letters to words of more than one syllable **S.A Rule 1** The /ʌ/ sound spelt -ou **S.A Rule 3** Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	The suffix -ation **S.A Rule 5** The suffix -ly **S.A Rule 6** Show how words are related in form and meaning [for example, *solve, solution, solver, dissolve, insoluble*]	Spell words with prefixes: dis-mis- in- im- re- **S.A Rule 4** Words with endings sounding like /ʒə/ or /tʃə/ -sure, -ture, -cher **S.A Rule 7**	Endings which sound like /ʒən/ -sion **S.A Rule 8** The suffix –ous **S.A Rule 9** Use the first two or three letters of a word to check its spelling in a dictionary	The /ɪ/ sound spelt y elsewhere than at the end of words **S.A Rule 2** Spell words with prefixes: auto –anti -sub-, inter-, super- **S.A Rule 4**
Year 4	Revision of Year 3 Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian **S.A Rule 10**	Words with the /k/ sound spelt ch **S.A Rule 11** Words with the /ʃ/ sound spelt ch **S.A Rule 12**	Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que **S.A Rule 13** Words with the /s/ sound spelt sc **S.A Rule 14**	Words with the /eɪ/ sound spelt ei, eigh, or ey **S.A Rule 15** Possessive apostrophe with plural words **S.A Rule 16** Use the present perfect form of verbs correctly when appropriate	Possessive apostrophe with plural words and apostrophe revision **S.A Rule 16** Homophones and near-homophones **S.A Rule 17**	Homophones and near-homophones **S.A Rule 17** Know and use correctly the Standard English forms for verb inflections instead of local spoken forms
Year 5	Revision of Y3/4 **S.A Rule 17** Homophones and other words that are often confused **S.A Rule 10** Develop use of dictionary	Endings which sound like /ʃəs/ spelt –cious or –tious **S.A Rule 1** Words with 'silent' letters **S.A Rule 9** Develop use of thesaurus	Endings which sound like /ʃəl/ - cial -tial **S.A Rule 2** Convert nouns or adjectives into verbs using suffixes [for example, – ate; –ise; –ify]	Rules for words ending in -ant,-ance/-ancy, -ent,-ence/-ency **S.A Rule 3**	Words ending in -able -ible -ably -ibly **S.A Rule 4** Know and use verb prefixes correctly [for example, *dis–, de–, mis–, over–* and *re–*]	Adding suffixes beginning with vowel letters to words ending in –fer **S.A Rule 5** Revision and consolidation
Year 6	Revision of Year 5 Spellings Use of the hyphen **S.A Rule 6** Words with the /i:/ sound spelt *ei* after c **S.A Rule 7**	Words containing the letter-string *ough* **S.A Rule 8** Know how words are related by meaning as synonyms and antonyms	Words with 'silent' letters **S.A Rule 9**	Homophones and other words that are often confused **S.A Rule 10**	Revision	Etymology Project