

# English Curriculum



**Wellington  
Primary**



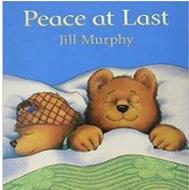
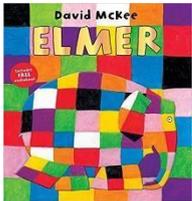
# English Aims

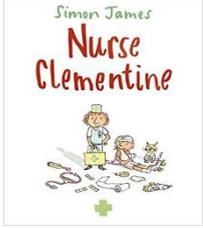
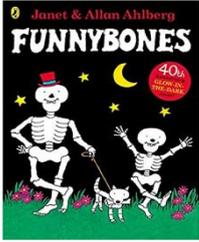
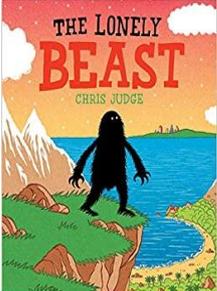
At Wellington we believe that reading and writing are core life skills that all children have a right to. **We aim to equip all our pupils with these core skills for the right start to have a bright future?**

Wellington aims to inspire, engage and develop pupils' ability to listen, speak, read and write for a wide range of purposes, including the communication of their ideas, views and feelings. Reading and writing runs through all cross-curricular subjects and aims to provide children with a firm foundation for their future. Teaching early reading and phonics provides the foundations of learning to begin the journey into fluent reading and writing. At Wellington Primary School we are passionate about ensuring all children become confident and enthusiastic readers who read for both pleasure and understanding. We aim for our children to appreciate our rich literacy heritage and develop the habit of reading widely and often to broaden their vocabulary, understanding of grammar and language.

We aspire for our children to write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences. Our core writing values include focussing on rich vocabulary and grammar techniques to enable our children to write with purpose across our whole curriculum. We strive to develop the whole child through the rich and diverse texts we share at school and we use these texts to create exciting writing opportunities.

# English Overview

Year 1			
	Core texts	Themes	Written outcomes
Year 1 Autumn	 <p>The Tiger Who Came to Tea Judith Kerr</p>	<u>The Tiger Who Came to Tea</u> -Over coming fear -Being generous	<u>The Tiger Who Came to Tea</u> -Retelling the story orally using a clear, audible voice. -Describing a character by joining words and clauses using 'and', using simple adjectives and spacing between words. - Writing a simple first person recount linked to a personal experience (Tiger Tea Party), incorporating at least three events in order, whilst maintaining past tense.
Year 1 Autumn	 <p>Peace at Last Jill Murphy</p>	<u>Peace at Last</u> -The importance of relaxation -Differences in our households, families and where we live	<u>Peace at Last</u> -Writing simple sentences about character's feelings using capital letters for names and 'because' within their sentences. Children will be re-reading what they have written to check it makes sense.  -Sequencing the 3 parts of the story to form a short narrative.
	 <p>David McKee ELMER</p>	<u>Elmer</u> -Respecting others -Celebrating differences	<u>Elmer</u> -Creating a simple character description that considers personality of the character.  -Retelling the whole story using time connectives to support sequencing of events. Saying each sentence orally before writing it.  -Creating a simple acrostic poem and reading their writing aloud to be heard by peers.

		<p><u>Nurse Clementine</u></p> <ul style="list-style-type: none"> <li>-Having responsibility</li> <li>-Being brave</li> <li>-Helping and caring for others</li> <li>-Relationships with siblings</li> </ul>	<p><u>Nurse Clementine</u></p> <ul style="list-style-type: none"> <li>-Non-fiction writing about Florence Nightingale recalling why she is considered a significant individual. To include Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper).</li> <li>-To ask questions to a character and apply question marks to my sentences.</li> <li>-Instructional writing - 'How to brush your teeth.' Children will be saying out loud what they are going to write about first.</li> </ul>
		<p><u>FunnyBones</u></p> <ul style="list-style-type: none"> <li>-Overcoming fear</li> <li>-Friendship</li> </ul>	<p><u>FunnyBones</u></p> <ul style="list-style-type: none"> <li>-Composing speech bubbles and punctuating sentences with exclamation marks.</li> <li>-Create an alternative ending for their own story of Funny Bones .</li> </ul>
		<p><u>Cinderella</u></p> <ul style="list-style-type: none"> <li>-Perseverance</li> <li>-Being brave</li> </ul>	<p><u>Cinderella</u></p> <ul style="list-style-type: none"> <li>-Creating invitations ensuring sentences are punctuated using capital letters, full stops, a question mark or exclamation mark.</li> </ul>
	<b>Core texts</b>	<b>Themes</b>	<b>Written outcomes</b>
<b>Year 1 Spring</b>		<p><u>The Lonely Beast</u></p> <ul style="list-style-type: none"> <li>-Loneliness</li> <li>-Being judgemental</li> <li>-Celebrating differences</li> <li>- Empathy</li> </ul>	<p><u>The Lonely Beast</u></p> <ul style="list-style-type: none"> <li>-Describing a character and setting applying vocabulary from the text and what they already know.</li> <li>-Creating a newspaper article</li> <li>- Write and perform a simple poem aloud to their teacher and peers.</li> </ul>
<b>Year 1 Spring</b>			

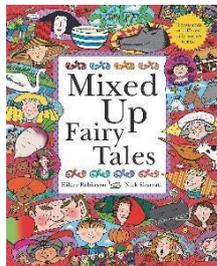


Where the Wild Things are

- Being judgmental
- Celebrating differences
- Survival and growth
- Imagination

Where the Wild Things are:

- Character description using comparative language to compare different wild things.
- Making simple predictions about what might happen on the basis of what has been read so far.

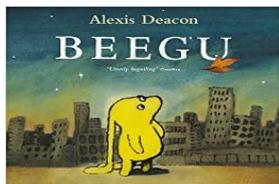


Mixed up Fairy Tales

- imagination and creativity

Mixed up Fairy Tales

- Recalling fairy tales and considering their particular characteristics.
- Creating their own 'mixed up' tale using the key characteristics and sequencing sentences to form a short narrative.

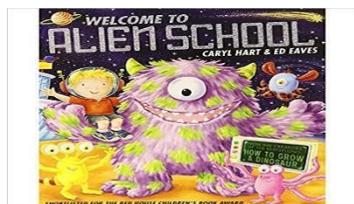


Beegu:

- Kindness
- Friendship
- Loss
- Understanding and celebrating people that are different to you

Beegu:

- Missing poster to describe the main character. Applying simple adjectives to describe appearance and feelings.
- identifying story structure and creating their own story in a similar style.

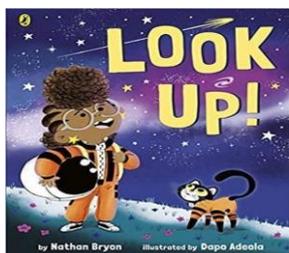


Welcome to Alien School:

- Friendship
- Motivation
- Learning to adapt

Welcome to Alien School:

- To write about their own experiences in school using capital letters for the days of the week.
- To create simple labels for a backpack to space and discuss what they have written with a peer or adult.
- To create simple speech bubbles and a post card using the pronoun I.

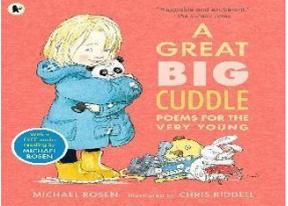
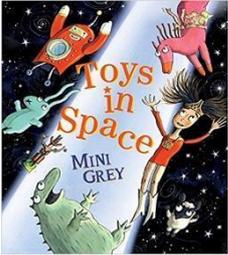
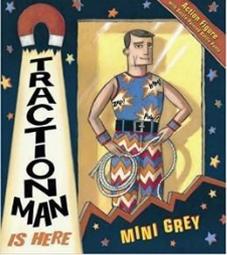


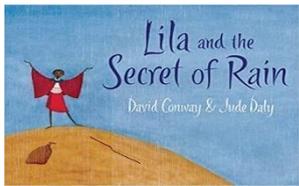
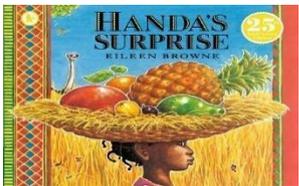
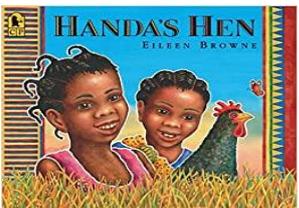
Look up!

- Challenging stereotypes
- Self-confidence and belief
- Perseverance and determination
- Passion and enthusiasm

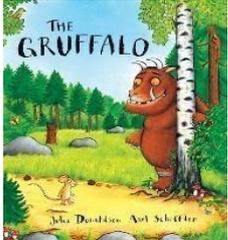
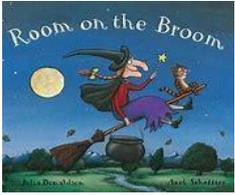
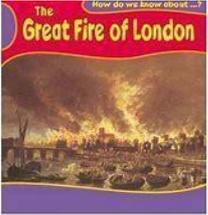
Look up!

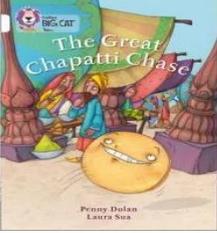
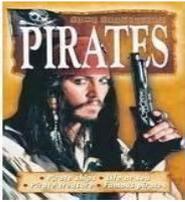
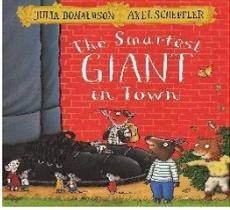
- Assemble information about a topic by creating a non-fiction book about 'space' drawing on what they already know, background information and vocabulary shared.
- Answering questions about the text they have read – making inferences on the basis of what is being said and done.

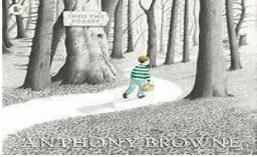
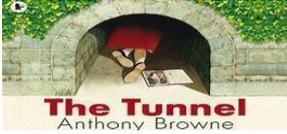
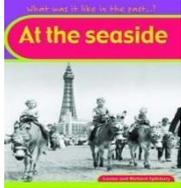
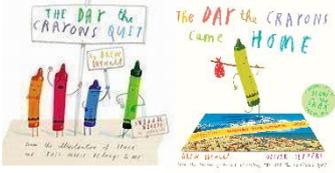
	 <p><u>Once poem (Phonics sessions)</u></p>	<p><u>Once</u> -Being brave</p>	<p><u>Once</u> -Creating their own nonsense word poems and reading them aloud to a peer.</p>
	<p><b>Core texts</b></p>	<p><b>Themes</b></p>	<p><b>Written outcomes</b></p>
<p><b>Year 1 Summer</b></p>		<p><u>Toys in Space</u> -Decision making -Losing something beloved -Being brave -Working together -Friendship</p>	<p><u>Toys in Space</u> -Creating simple thought and speech bubbles to highlight how a character is feeling.  -Sequencing the story including time connectives by writing simple sentences from memory dictated by the teacher.  -To write about real events in a sequence (Space dome and Chertsey museum workshop) include a simple opening and concluding statement.  -Assemble information about a topic by creating a letter about 'toys' drawing on what they already know, background information and vocabulary shared. TBC BY TEAM</p>
		<p><u>Traction Man</u> -Being heroic and helping others in need -Problem solving -Working together -Being brave</p>	<p><u>Traction Man</u> -Plan and write a story (comic strip layout) which includes strong characterisation for example, good and bad characters. Include accurate punctuation within their story.</p>

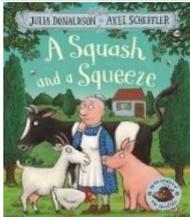
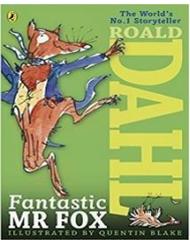
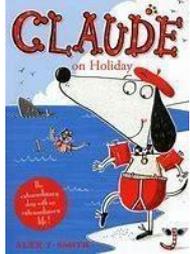
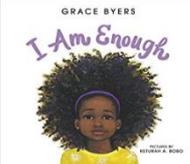
		<p><u>Lila and the Secret of Rain</u></p> <ul style="list-style-type: none"> <li>-Poverty</li> <li>-Gratefulness and thankfulness</li> <li>-Dealing with worries and anxiety of a whole community</li> <li>-Supporting others</li> </ul>	<p><u>Lila and the Secret of Rain</u></p> <ul style="list-style-type: none"> <li>-Setting description applying rich adjectives drawing on background knowledge.</li> <li>-Create and perform simple poems using expression.</li> </ul>
		<p><u>Handa's Surprise</u></p> <ul style="list-style-type: none"> <li>-Kindness</li> <li>-Being good friend</li> <li>-Providing for others and generosity</li> </ul>	<p><u>Handa's Surprise</u></p> <ul style="list-style-type: none"> <li>- Describing fruit and writing instructions about how to create a fruit salad including imperative verbs, precise language and commands.</li> <li>-Assemble information about a topic by creating a fact file about 'animals' use taught organisational devices (headings, subheadings, numbered points etc.), choose technical language, show an awareness of the difference between fact and opinion.</li> </ul>
		<p><u>Handa's Hen</u></p> <ul style="list-style-type: none"> <li>-Celebrating other cultures and diversity</li> </ul>	<p><u>Handa's Hen</u></p> <ul style="list-style-type: none"> <li>-Creating their own story with new characters from previously taught texts. Making accurate use of punctuation and applying accurate spellings taught at year 1.</li> </ul>

Year 2			
	Core texts	Themes	Written outcomes
Year 2 Autumn		<p><u>Katie in London</u></p> <ul style="list-style-type: none"> <li>-Pushing at the boundaries between the real world and the world of the imagination</li> <li>-Exploration (celebrating British values)</li> <li>-Overcoming anxiety</li> </ul>	<p><u>Katie in London</u></p> <ul style="list-style-type: none"> <li>-Creating a character description using adjectives and accurate punctuation.</li> <li>-Making predictions on the basis of what has been read so far.</li> </ul>

			<ul style="list-style-type: none"> <li>-Retelling a story using time connectives and key vocabulary from the text.</li> <li>-Writing a diary using the pronoun I and consistent past tense.</li> <li>-Making inferences on the basis of what is being said and done.</li> </ul>
		<p><u>The Gruffalo:</u></p> <ul style="list-style-type: none"> <li>-Tackling fear</li> <li>-Overcoming intimidation</li> </ul>	<p><u>Gruffalo -</u></p> <ul style="list-style-type: none"> <li>-Making predictions on the basis of what has been read so far.</li> <li>- Asking and answering questions about the text.</li> <li>-Comparing characters using vocabulary from the text.</li> <li>-Planning an alternative ending with a story map including key words.</li> <li>-Composing a fictional 3 part narrative (alternative fairy tale ending).</li> <li>- Creating an acrostic poem by planning what they are going to write first.</li> <li>-Writing instructions (Owl Ice cream) using command sentences.</li> </ul>
		<p><u>Room on the Broom:</u></p> <ul style="list-style-type: none"> <li>-Making friends and helping friends</li> <li>-Over coming intimidation</li> <li>-Working together to solve problems</li> </ul>	<p><u>Room on the Broom -</u></p> <ul style="list-style-type: none"> <li>-Comparing texts by the same author using comparative language.</li> <li>-Composing a character description as a missing poster using expanded noun phrases.</li> <li>- Creating thought and speech bubbles to express how a character feels using the pronoun I.</li> <li>-Describing character's feelings using subordination (when, if, that, because).</li> <li>-Retell a three-part story that has a central character with more description.</li> </ul>
		<p><u>Great Fire of London:</u></p> <ul style="list-style-type: none"> <li>-Overcoming destruction</li> <li>- Understanding how past events have had an impact on the present day</li> </ul>	<p><u>Great Fire of London –</u></p> <ul style="list-style-type: none"> <li>-Writing in role (as Thomas Farriner) with consistent past tense and sequencing historical events.</li> <li>-Writing statements in a factfile all about the Great Fire of London.</li> </ul>

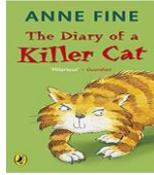
		<u>The Great Chapatti Chase:</u> -Determination -Deciding who you trust	<u>The Great Chapatti Chase -</u> -Making predictions on the basis of what has been read so far and previously read. -Comparing the text to previously read traditional tales. -Describing the setting using expanded noun phrases and exclamations.
	<b>Core texts</b>	<b>Themes</b>	<b>Written outcomes</b>
<b>Year 2 Spring</b>		<u>Pirates</u> -Understanding how the past has impacted present day	<u>Pirates</u> - Identifying and explaining the features of a non-fiction text. -Including the features when composing a non-fiction leaflet with new taught vocabulary. -Creating a wanted poster for the pirate Black Beard using new vocabulary taught and expanded noun phrases.
		<u>The Pirate Tree</u> -Friendship -Understanding differences -Acceptance -Empathy -Kindness -Respect	<u>The Pirate Tree</u> -Write a narrative recount in role - Writing an explanation of what the different parts of a pirate ship by using statement sentences.
		<u>The Sound Collector</u> -Appreciation for sounds in our daily lives	<u>The Sound Collector:</u> -Write and perform a poem with a familiar setting (The Wellington Sound Collector).
		<u>The Smartest Giant in Town</u> -Empathy -Kindness -Generosity	<u>The Smartest Giant in Town</u> - Make direct character comparisons using comparative language and knowledge of traditional tales. -Answer questions about what they have read so far. -Plan and write their own three-part story, showing the use of a range of sentence types and language to add detail (Skye the Smartest Dog in Town). - Write a narrative recount about a real event including exclamations (Gordon Browne Centre Trip).

		<p><u>Into the Forest:</u></p> <ul style="list-style-type: none"> <li>-Dealing with uncertainty</li> <li>-Coping with anxiety and fear</li> <li>-Belonging</li> </ul>	<p><u>Into the Forest -</u></p> <ul style="list-style-type: none"> <li>-Plan and compose a setting description using expanded noun phrases.</li> <li>- Make inferences from an image and answer questions about what they have read.</li> <li>-Create a story map and use this to retell the story orally.</li> </ul>
		<p><u>The Tunnel:</u></p> <ul style="list-style-type: none"> <li>-Sibling relationships and the differences between ourselves</li> <li>-Overcoming fears and finding courage</li> </ul>	<p><u>The Tunnel -</u></p> <ul style="list-style-type: none"> <li>-To make predictions on the basis of what is being said or done.</li> <li>-To ask questions to a character based on what they have read so far.</li> <li>-To compare characters using comparative language considering personality, appearance and hobbies</li> </ul>
		<p><u>How to Hide A Lion</u> <u>How to Hide A Lion at School</u></p> <ul style="list-style-type: none"> <li>-Changing perspective</li> <li>-Overcoming fear</li> <li>-Being protective</li> <li>-Embracing differences</li> </ul>	<p><u>How to Hide A Lion</u> <u>How to Hide A Lion at School</u></p> <ul style="list-style-type: none"> <li>-To creative a fictional newspaper article including who, what, where, when.</li> <li>- Write instructions for how to hide a lion with some expansion about something they know well including imperative verbs and precise language choices, commands and negative commands.</li> <li>-Create and plan a four-part new version of the story (How to Hide a Lion at Wellington) using vocabulary from the text.</li> </ul>
	<b>Core texts</b>	<b>Themes</b>	<b>Written outcomes</b>
<b>Year 2 Summer</b>		<p><u>The Seaside in the Past</u></p> <ul style="list-style-type: none"> <li>- Understanding how past events have had an impact on the present day</li> </ul>	<p><u>The Seaside in the Past</u></p> <ul style="list-style-type: none"> <li>- To write in first person and use past tense to create a historical postcard</li> <li>-Use the language and structural features in a specific form (leaflet).</li> </ul>
<b>Year 2</b>		<p><u>The Day the Crayons Quit</u> <u>The Day the Crayons Came Home</u></p> <ul style="list-style-type: none"> <li>-Respecting others and their feelings</li> <li>-Treating people fairly</li> <li>-The right to protest and express our own feelings</li> </ul>	<p><u>The Day the Crayons Quit</u> <u>The Day the Crayons Came Home</u></p> <ul style="list-style-type: none"> <li>-When writing in role describe and explain how the character is feeling.</li> <li>-Present simple arguments from different viewpoints and write about a real event that</li> </ul>

Summer			you have taken part in (protest).
		<u>Squash and a Squeeze:</u> - Being thankful	<u>Squash and a Squeeze</u> - Write a simple persuasive piece based on a fictional book (advert for farm house). -Comparing character's appearance, personality and hobbies (from Fantastic Mr Fox) using language from the text. -Answering comprehension questions about what you have just read.
		<u>Fantastic Mr Fox:</u> -Determination	<u>Fantastic Mr Fox -</u> -Comparing character's appearance, personality and hobbies (from Fantastic Mr Fox) using language from the text. -Asking and answering questions about a text.
		<u>Claude on Holiday:</u> -Friendship -Determination -Helping others	<u>Claude on Holiday -</u> -Describing a character using expanded noun phrases. -Writing in role (postcards) and describing a setting using the pronoun I. - Writing a list of instructions (what should Claude take to the beach) using commas and contractions. -Plan and write a familiar story with a range of sentence types (Skye on Holiday).
		<u>I Am Enough:</u> -Kindness -Acceptance -Self confidence -Celebrating differences	<u>I am Enough</u> -Create poems including similes and performing using expression and actions.

Year 3		
Core texts	Themes	Written outcomes

**Year 3  
Autumn**



**The diary of a Killer Cat**

- animals and nature,
- cats and other pets,
- guilt and innocence,

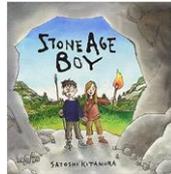
**The diary of a Killer Cat**

Making predictions on the basis of details stated and implied from the text.

Creating a character (WANTED POSTER for cat) description using a range of conjunctions eg **if, when because and although** accurate punctuation.

Create pamphlet for a new cat owner using simple organisation devices e.g. headings and subheadings

Writing a diary using the pronoun I and consistent past tense and the use of paragraphs in chronological order.



**Stone Age boy**

- Identity
- Time travel
- Archaeology
- Stone Age

**Stone Age boy**

Plan, draft and write a retelling of the story in the third person organised into paragraphs ensuring that the sequence is clear. Include some basic dialogue and key vocabulary.

Compare yourself to OM using comparative language using a range of sentence structure, using the pronoun I accurately

Instructions for teaching people how to carry out one of the tasks that the Stone Age people had to do.



**The Secret of the Black Rock**

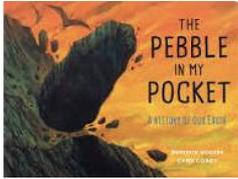
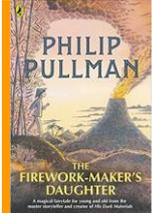
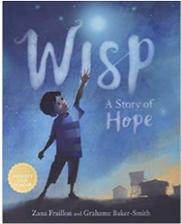
- mystery
- adventure
- determination
- environment

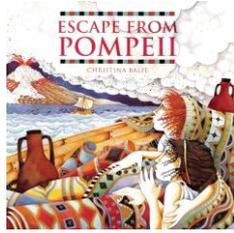
**The Secret of the Black Rock**

Setting description to include similes and suffixes

To infer the girls imagined thoughts based on the line 'hoping she might catch a glimpse of the mysterious Black Rock'. What do you think she expects to see?

To interpret illustrations to infer what is thinking and saying and create your own dialogue.

		<p><b><u>The Pebble in my Pocket</u></b></p> <ul style="list-style-type: none"> <li>- mystery</li> <li>- time travel</li> <li>- Stone age</li> </ul>	<p>Stage a protest in role as Erin Pike and express her motives with evidence</p> <p><b><u>The Pebble in my Pocket</u></b> Poems based on observations and perform considering tone and volume eg shape poems including movement verbs</p> <p>Write a fact file on volcanoes Including the features when composing a non-fiction leaflet (using the correct organisation devices eg headings and subheadings)</p>
	<p><b>Core texts</b></p>	<p><b>Themes</b></p>	<p><b>Written outcomes</b></p>
<p><b>Year 3 Spring</b></p>	  	<p><b><u>The Firemaker's Daughter</u></b></p> <ul style="list-style-type: none"> <li>- courage</li> <li>- family</li> <li>- friendship</li> </ul>  <p><b><u>Wisp</u></b></p> <ul style="list-style-type: none"> <li>- hope</li> <li>- discrimination</li> <li>- refugee</li> <li>- memories</li> <li>- detention</li> </ul>	<p><b><u>The Firemaker's Daughter</u></b> Discussing and recording their ideas about a key character and creating a description using evidence from the text and role on the wall eg appearance, motives, emotions, skills</p> <p>Create and present a summary if you feel the King's punishment was fair or not.</p> <p>Plan, draft and write their own quest story (set in _____), including a problem that has a resolution organise into paragraphs that includes adverbs of time.</p> <p>Assess the effectiveness of their writing and suggest improvements.</p> <p><b><u>Wisp</u></b></p> <p>Create an emotional map of Idris and his feelings throughout the book.</p> <p>Poetry focussing on emotive language, capturing reader's interest and imagination eg Acrostic poem on the theme of REFUGEE, children to explore writing haiku poems with a certain number of syllables.</p>



### Escape from Pompeii

- natural disaster
- loss
- hope
- healing
- environment

Thought bubbles to reflect on Idris and his experiences and feelings at certain points in the book.

Explore the posters on Refugees and children to design their own poster on the same theme.

### Escape for pompeii

Make simple predictions of what life could have been like before the volcano erupted.

Create a story board showing the sequence of events, with captions as the events unfold. Describe what is happening and include other events that cannot be seen in the images.

Write descriptive settings 3rd person of Pompeii *before* and *after* Vesuvius erupted - focussing on; subordinate clauses, similes, personification, alliteration, metaphors, onomatopoeia, synonyms and senses Smell, feeling, hearing and seeing.

Journalist writing on the Volcano erupting - newspaper report

### The boy who grew dragons

Record the argument in a table for and against keeping a dragon as a pet.

Create a role on the wall for Thomas in chapters 5-8

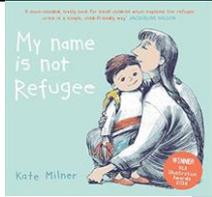
Emotions graph for Thomas's changing feelings in chapters 9-12

Using page 71 children to be involved in a conscious alley - one side Tomas should tell his friends on the other side to keep Flicker a secret. Write a short paragraph on feelings and the final decision made.

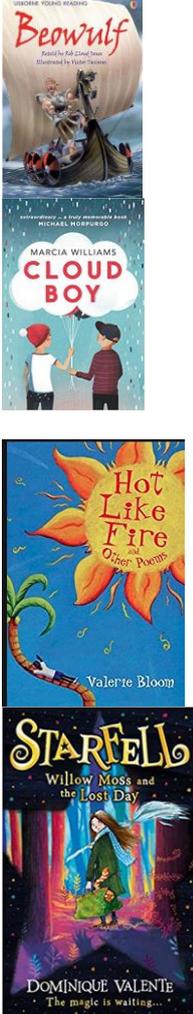
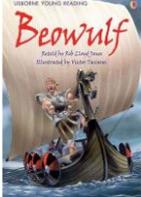
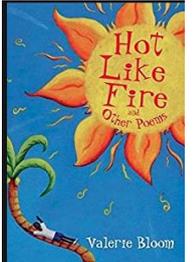
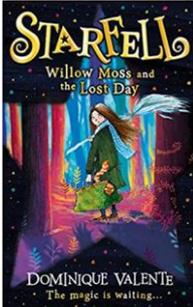
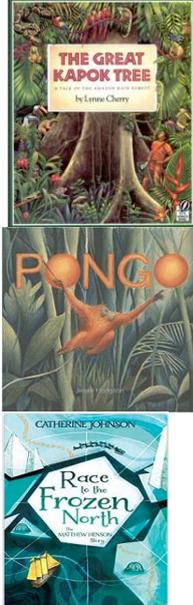
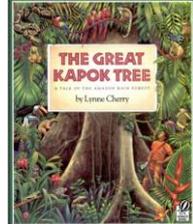


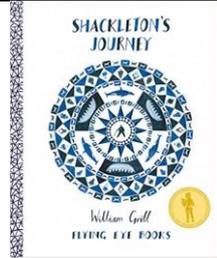
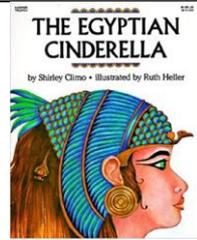
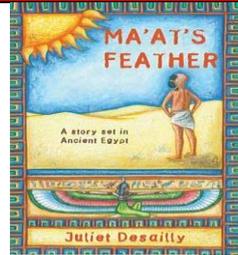
### The boy who grew dragons

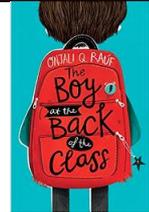
- friendship
- environment
- jealousy
- family

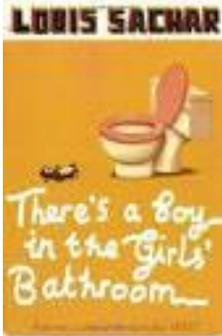
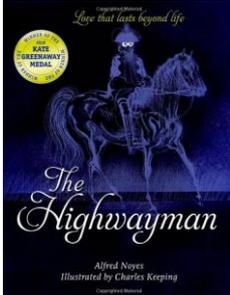
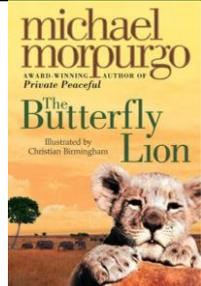
			<p>Plan and create a recipe for a magical recipe for creating a dragon using imperative verbs and brackets to add detail and correct layout and features. EG <i>First, take the flames from a ferocious fire. Next, mix in the sparkle of a diamond for dragon's glimmering eyes....</i></p> <p>To write the sequel for the book</p> <p>Design a fact file for a dragon, including adaptation to its habitat appearance, eating habits, food chain to show what it eats.</p>
	<b>Core texts</b>	<b>Themes</b>	<b>Written outcomes</b>
<b>Year 3 Summer</b>	  	<p><b><u>My name is not Refugee</u></b></p> <ul style="list-style-type: none"> <li>- Refugees and Detention Memories</li> <li>- Hope</li> </ul> <p><b><u>The Iron Man</u></b></p> <ul style="list-style-type: none"> <li>- bravery</li> <li>- fear</li> <li>- friendship</li> <li>- dual purpose of meanings</li> <li>- man v nature</li> </ul> <p><b><u>The Thieves of Ostia</u></b></p> <ul style="list-style-type: none"> <li>- Attitudes to Christianity</li> <li>- Forgiveness</li> <li>- Class</li> <li>- Social and cultural differences</li> <li>- Tolerance</li> <li>- Greed</li> <li>- Need</li> <li>- Exploitation</li> <li>- Life during ancient Roman times</li> </ul>	<p><b><u>My name is not Refugee</u></b></p> <ul style="list-style-type: none"> <li>- writing in role</li> <li>- letter of persuasion</li> <li>- thought bubbles</li> <li>- responding to reading comprehension question</li> </ul> <p><b><u>The Iron Man</u></b></p> <p>Write a story with a strong dilemma using dimensions of written dialogue to show the relationships btw two characters and move the action forward.</p> <p><b><u>The thieves of Ostia</u></b></p> <ul style="list-style-type: none"> <li>- writing in role</li> <li>- narrative story</li> <li>- thought bubbles</li> <li>- character descriptions</li> </ul>

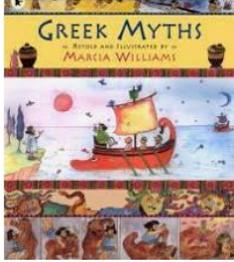
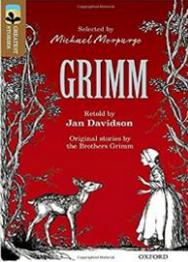
<b>Year 4</b>			
	<b>Core texts</b>	<b>Themes</b>	<b>Written outcomes</b>
<b>Year 4 Autumn</b>		<p><b><u>Beowulf</u></b></p> <ul style="list-style-type: none"> <li>- identity</li> <li>- God over evil</li> </ul>	<p><b><u>Beowulf</u></b></p> <ul style="list-style-type: none"> <li>- writing in role</li> </ul>

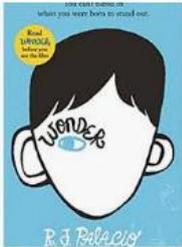
	 <p>        </p>	<ul style="list-style-type: none"> <li>- glory and treasure</li> <li>- strength, courage, loyalty</li> </ul> <p><b>Cloud boy</b></p> <ul style="list-style-type: none"> <li>- Friendship</li> <li>- resilience</li> <li>- hope</li> <li>- anger</li> <li>- sadness</li> <li>- illness</li> </ul> <p><b>Hot like Fire</b></p> <ul style="list-style-type: none"> <li>- family</li> <li>- nutrition and food</li> <li>- rhyme and song</li> <li>- school</li> </ul> <p><b>Starfell</b></p> <ul style="list-style-type: none"> <li>- female heroine</li> <li>- friendship</li> <li>- family</li> <li>- being different</li> </ul>	<ul style="list-style-type: none"> <li>- roll on the wall</li> <li>- thought bubbles</li> <li>- narrative story</li> <li>- story boards</li> </ul> <p><b>Cloud boy</b></p> <ul style="list-style-type: none"> <li>- role play</li> <li>- diary entry</li> <li>- thought bubbles</li> <li>- emotive writing</li> <li>- describing feelings</li> </ul> <p><b>Hot Like Fire</b></p> <ul style="list-style-type: none"> <li>- performing poetry</li> <li>- persuasive letter writing</li> <li>- poetry writing</li> </ul> <p><b>Starfell</b></p> <ul style="list-style-type: none"> <li>- letter writing</li> <li>- creating spells</li> <li>- thought bubbles</li> <li>- writing in role</li> <li>- interviewing characters in role</li> </ul>
	<b>Core texts</b>	<b>Themes</b>	<b>Written outcomes</b>
<b>Year 4 Spring</b>	 <p>      </p>	<p><b>The Great Kapok Tree</b></p> <ul style="list-style-type: none"> <li>- environmental issues</li> <li>- affect of humans on the environment</li> <li>- importance of trees</li> <li>- conservation</li> </ul> <p><b>Pongo</b></p> <ul style="list-style-type: none"> <li>- survival</li> <li>- nature</li> <li>- habitats</li> <li>- conservation</li> <li>- life cycles</li> </ul> <p><b>Race to the Frozen North</b></p> <ul style="list-style-type: none"> <li>- Racism</li> <li>- determination</li> <li>- human rights</li> <li>- bravery</li> <li>- friendship</li> </ul> <p><b>Shackleton's Journey</b></p>	<p><b>The Great Kapok Tree</b></p> <ul style="list-style-type: none"> <li>- Narrative story set in the Amazon</li> <li>- diary entry for person visiting the Amazon</li> <li>- persuasive poster to help protect rainforest</li> </ul> <p><b>Pongo</b></p> <ul style="list-style-type: none"> <li>- Setting descriptions of a rainforest</li> <li>- newspaper report on the destruction of the rainforests</li> <li>- Thought bubbles about sleeping in the rainforest</li> </ul> <p><b>Race to the Frozen North</b></p> <ul style="list-style-type: none"> <li>- writing in role of Matthew POV</li> <li>- Empathy map of journey</li> </ul>

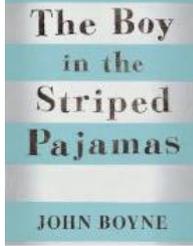
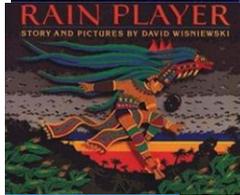
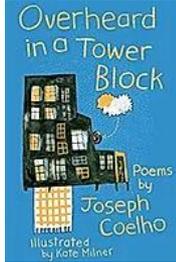
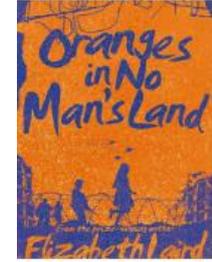
		<ul style="list-style-type: none"> <li>- courage</li> <li>- adventure</li> <li>- determination</li> <li>- bravery</li> <li>- persistence</li> </ul>	<ul style="list-style-type: none"> <li>- letter writing</li> <li>- thought bubbles</li> </ul> <p><b><u>Shackleton's Journey</u></b></p> <ul style="list-style-type: none"> <li>- applying for job applications</li> <li>- preparing for interviews</li> <li>- diary entry</li> <li>Ship's Log</li> <li>thought bubbles</li> </ul>
		<p><b><u>The Egyptian Cinderella</u></b></p> <ul style="list-style-type: none"> <li>- prejudice,</li> <li>- fear</li> <li>- abandonment</li> <li>- friendship</li> <li>- acceptance</li> <li>- justice</li> <li>- class and hierarchy</li> <li>-</li> <li>-</li> </ul>	<p><b><u>The Egyptian Cinderella</u></b></p> <ul style="list-style-type: none"> <li>- writing in role</li> <li>- emotive writing</li> <li>- describing setting</li> <li>- newspaper report</li> </ul>
	<b>Core texts</b>	<b>Themes</b>	<b>Written outcomes</b>
<b>Year 4 Summer</b>		<p><b><u>Ma'at's Feather</u></b></p> <ul style="list-style-type: none"> <li>- Traditional farming life</li> <li>- death</li> <li>- loss</li> <li>- rituals and belief in after life</li> </ul>	<p><b><u>Ma'At's Feather</u></b></p> <ul style="list-style-type: none"> <li>- persuasive writing</li> <li>- diary entry</li> <li>- emotive writing</li> <li>- writing in role</li> <li>- comparative writing</li> <li>- fact file</li> </ul>
		<p><b><u>The Last Human</u></b></p> <ul style="list-style-type: none"> <li>- appreciating friendship</li> <li>- technology</li> <li>- maintaining courage</li> <li>- power</li> <li>- justice</li> <li>- control of information to the world</li> <li>-</li> <li>-</li> </ul>	<p><b><u>The Last Human</u></b></p> <ul style="list-style-type: none"> <li>- drawing and labelling robots</li> <li>- instructions for robots</li> <li>- debate humans v robots</li> <li>- fact file</li> <li>- Film poster for the book</li> </ul>

<b>Year 5</b>			
	<b>Core texts</b>	<b>Themes</b>	<b>Written outcomes</b>
<b>Year 5 Autumn</b>		<p><b><u>The Boy at the Back Of The Class</u></b></p> <ul style="list-style-type: none"> <li>- politics,</li> <li>- friendship,</li> <li>- bereavement,</li> <li>- war, death, change,</li> <li>- fear, hope,</li> <li>- determination,</li> </ul>	<p><b><u>The Boy at the Back of the Class</u></b></p> <ul style="list-style-type: none"> <li>- Diary entry as Jeff - his reflection on his first day at school and his encounter with Bradley</li> <li>- his first opinions of his character.</li> </ul>

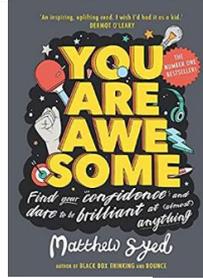
	 	<ul style="list-style-type: none"> <li>- courage, freedom,</li> <li>- celebrating, difference</li> <li>- diversity and religion</li> <li>- faith and bullying.</li> </ul> <p><b><u>There's a boy in the Girl's Bathroom</u></b></p> <ul style="list-style-type: none"> <li>- friendship</li> <li>- acceptance</li> <li>- school</li> <li>- gender differences</li> </ul> <p><b><u>The Highwayman</u></b></p> <ul style="list-style-type: none"> <li>- Love</li> <li>- loss</li> <li>- death</li> <li>- courage</li> <li>- sacrifice</li> </ul>	<ul style="list-style-type: none"> <li>- Writing a school report for Bradley, as the class teacher and his counsellor. Looking at how they view Bradley - based on what they see or don't see.</li> </ul> <p><b><u>There's A Boy In The Girl's Bathroom</u></b></p> <ul style="list-style-type: none"> <li>- Writing a flashback to explain why Bradley behaves the way he does. Inferring how someone's bad experiences can affect them.</li> <li>- Balanced argument - should Carla (Bradley's counsellor) leave the school or not.</li> </ul> <p><b><u>The Highwayman</u></b></p> <ul style="list-style-type: none"> <li>- Highwayman work:</li> <li>- Writing as different characters about the events in the poem - seeing it from their respective points of view - so was the Highwayman a villain?</li> </ul>
	<b>Core texts</b>	<b>Themes</b>	<b>Written outcomes</b>
<b>Year 5 Spring</b>		<p><b><u>The Butterfly Lion</u></b></p> <ul style="list-style-type: none"> <li>- Friendship,</li> <li>- Loyalty war</li> <li>- Separation</li> </ul>	<p><b><u>The Butterfly Lion</u></b></p> <ul style="list-style-type: none"> <li>- Describing Timbavati - use figurative language learned from Autumn Term.</li> <li>- Balanced argument - should the lion be sent to the circus or not?</li> </ul>

		<p><b><u>The Greek Myths</u></b></p> <ul style="list-style-type: none"> <li>- Fate. ...</li> <li>- Pride and Hubris.</li> <li>- Heroism. ...</li> <li>- Justice and Vengeance.</li> <li>...</li> <li>- Beauty</li> </ul>	<p><b><u>The Greek Myths</u></b></p> <ul style="list-style-type: none"> <li>- Writing a character reflection - on events from the Myth: Apollo and Daphne</li> <li>- Using their learning about morals from Greek Myths.</li> <li>- Writing a diary as King Midas - keeping in character, using emotive language.</li> <li>- Write a Greek myth - sequel to King Midas.</li> </ul>
	<b>Core texts</b>	<b>Themes</b>	<b>Written outcomes</b>
<b>Year 5 Summer</b>	 	<p><b><u>Coraline</u></b></p> <ul style="list-style-type: none"> <li>- Fate. ...</li> <li>- Pride and Hubris.</li> <li>- Heroism. ...</li> <li>- Justice and Vengeance.</li> <li>- Beauty</li> </ul> <p><b><u>Grimm</u></b></p> <ul style="list-style-type: none"> <li>- coming of Age.</li> <li>- Religion.</li> <li>- Transformation.</li> <li>- Cunning and Cleverness.</li> <li>- Loyalty.</li> <li>- Marriage.</li> <li>- Appearances.</li> <li>- Justice and Judgement.</li> </ul>	<p><b><u>Coraline</u></b></p> <ul style="list-style-type: none"> <li>- character descriptions for the teachers</li> <li>- writing in roles</li> <li>- diary entry</li> <li>- emotive writing</li> <li>- thought bubbles</li> <li>- recounts</li> <li>- letter writing</li> </ul> <p><b><u>Grimm</u></b></p> <ul style="list-style-type: none"> <li>- Creating one versions of fairytales</li> <li>- writing and performing plays</li> <li>- Character descriptions</li> <li>- creative alternative endings</li> <li>-</li> </ul>

<b>Year 6</b>			
	<b>Core texts</b>	<b>Themes</b>	<b>Written outcomes</b>
<b>Year 6 Autumn</b>		<p><b><u>Wonder</u></b></p> <ul style="list-style-type: none"> <li>- Kindness</li> <li>- Independence</li> <li>- status and bullying</li> <li>- Identity</li> <li>- Family</li> <li>- Growing up</li> </ul> <p><b><u>The boy in the Striped Pyjamas</u></b></p> <ul style="list-style-type: none"> <li>- Friendship</li> <li>- Growing up</li> <li>- Innocent</li> </ul>	<p><b><u>Wonder</u></b></p> <ul style="list-style-type: none"> <li>- Diary entry</li> <li>- Informal Letter</li> <li>- Formal persuasive letter</li> <li>- Thought bubbles</li> <li>- Write precepts</li> </ul> <p><b><u>The boy in the Striped Pyjamas</u></b></p> <ul style="list-style-type: none"> <li>- Setting description written in third person with prepositional phrases</li> </ul>

		<ul style="list-style-type: none"> <li>- Family</li> <li>- War</li> <li>- Conflict</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Thought Bubble</li> <li>-</li> </ul>
	<b>Core texts</b>	<b>Themes</b>	<b>Written outcomes</b>
<b>Year 6 Spring</b>	   	<p><b><u>Kensuke's Kingdom</u></b></p> <ul style="list-style-type: none"> <li>- friendship,</li> <li>- forgiveness,</li> <li>- courage,</li> <li>- reconciliation,</li> <li>- man's relationship with nature</li> <li>- honour</li> </ul> <p><b>Rain Player</b></p> <ul style="list-style-type: none"> <li>- resilience</li> <li>- bravery</li> <li>- team work</li> <li>- courage</li> <li>- friendship</li> </ul> <p><b>Overhead in a Tower Block</b></p> <ul style="list-style-type: none"> <li>- love,</li> <li>- family,</li> <li>- bullying and loneliness</li> </ul> <p><b>Oranges in No Man's Land</b></p> <ul style="list-style-type: none"> <li>- Resilience – never giving up hope, even in the toughest of circumstances.</li> <li>- Family relationships and responsibility (childhood carers)</li> <li>- Civil War</li> <li>- Friendship</li> <li>- Innocence</li> <li>- Survival</li> </ul>	<p><b><u>Kensuke's Kingdom</u></b></p> <ul style="list-style-type: none"> <li>- Historical Newspaper article</li> <li>- Recount / Ships Log</li> <li>- Diary entries</li> <li>- Letter writing</li> </ul> <p><b>Rain Player</b></p> <ul style="list-style-type: none"> <li>- Pok a Tok - informative and persuasive advert</li> <li>- Chichen Itza - Informative tourist brochure</li> <li>- Speech writing</li> </ul> <p><b>Overhead in a Tower Block</b></p> <ul style="list-style-type: none"> <li>- Art and illustration related to poems studied</li> <li>- Text marking</li> <li>- Written responses to poems studied</li> <li>- Poetry performance</li> <li>- Drafting, redrafting and writing poetry</li> </ul> <p><b><u>Oranges in No Man's Land</u></b></p> <ul style="list-style-type: none"> <li>- Thought Bubble</li> <li>- Descriptive writing - atmosphere and suspense</li> <li>- Discussion text- Critical review of the book justifying opinions</li> </ul>
	<b>Core texts</b>	<b>Themes</b>	<b>Written outcomes</b>

**Year 6  
Summer**



**You Are Awesome**

- Challenges/obstacles/barriers
- Growth/fixed mindset
- Aspirations/goals
- Resilience/grit/determination
- Attitudes/behaviour
- Positive/negative

**Go Big**

- Transition Book to help readers navigate exams, overcome peer pressure and start building toward their future goals

**You Are Awesome**

- reflective written pieces

**Go Big**

- Written pieces to provoke thinking about;
- Self
- mindset
- attitudes
- bounceability
- stickability
- friendships
- change
-

## Progression in Speaking and listening

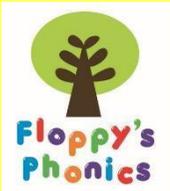
<b>NC Skills Years 1- 6</b>	<ul style="list-style-type: none"> <li>-Listen and respond appropriately to adults and their peers.</li> <li>-Ask relevant questions to extend their understanding and knowledge</li> <li>-Use relevant strategies to build their vocabulary.</li> <li>-Articulate and justify answers, arguments and opinions.</li> <li>-Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</li> <li>-Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</li> <li>-Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</li> <li>-Speak audibly and fluently with an increasing command of Standard English.</li> <li>-Participate in discussions, presentations, performances, role play/improvisations and debates.</li> <li>-Gain, maintain and monitor the interest of the listener(s).</li> <li>-Consider and evaluate different viewpoints, attending to and building on the contributions of others.</li> <li>-Select and use appropriate registers for effective communication.</li> </ul>		
	<b>Year 1 and Year 2</b>	<b>Year 3 and Year 4</b>	<b>Year 5 and Year 6</b>
<b>To listen carefully and understand</b>	<ul style="list-style-type: none"> <li>-Take turns to talk, listening carefully to the contributions of others.</li> <li>-Sift information and focus on the important points.</li> <li>-Seek clarification when a message is not clear.</li> <li>-Understand instructions with more than one point</li> </ul>	<ul style="list-style-type: none"> <li>-Engage in discussions, making relevant points.</li> <li>- Ask for specific additional information to clarify</li> </ul>	<ul style="list-style-type: none"> <li>- Understand how to answer questions that require more than a yes/no or single sentence response.</li> <li>- Demonstrate active listening by justifying ideas or expanding on the ideas of others.</li> <li>-Recognise and explain some idioms.</li> <li>- Understand the meaning of some phrases beyond the literal interpretation.</li> </ul>
	<b>Year 1 and Year 2</b>	<b>Year 3 and Year 4</b>	<b>Year 5 and Year 6</b>

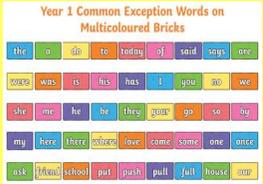
<b>To develop a wide and subject specific vocab</b>	<ul style="list-style-type: none"> <li>- Use subject specific vocabulary to explain and describe.</li> <li>- Suggest words or phrases appropriate to the topic being discussed.</li> </ul>	<ul style="list-style-type: none"> <li>-Use interesting adjectives, adverbial phrases and expanded noun phrases in discussion.</li> <li>- Use vocabulary that is appropriate to the topic being discussed or the audience that is listening.</li> </ul>	<ul style="list-style-type: none"> <li>-Use adventurous and sophisticated vocabulary.</li> <li>- Explain the meaning of words, offering alternatives.</li> <li>- Use a wide range of phrases that include determiners, modifiers and other techniques to add extra interest and clarity</li> </ul>
	<b>Year 1 and Year 2</b>	<b>Year 3 and Year 4</b>	<b>Year 5 and Year 6</b>
<b>To speak with clarity and confidence</b>	<ul style="list-style-type: none"> <li>- Speak in a way that is clear and easy to understand.</li> <li>- Speak confidently to a group of peers so that they understand the message of what is being said.</li> <li>- Reflect on the clarity of the message given.</li> <li>- Demonstrate good phonic knowledge by clearly pronouncing the sounds within words</li> </ul>	<ul style="list-style-type: none"> <li>- Use a mixture of sentence lengths to add interest to discussions and explanations.</li> <li>- Use intonation to emphasise grammar and punctuation when reading aloud.</li> <li>- Explain a project or concept to a group of peers.</li> <li>- Explain and develop ideas across the curriculum.</li> <li>- Reflect on the effectiveness of the explanation.</li> </ul>	<ul style="list-style-type: none"> <li>- Vary the length and structure of sentences.</li> <li>- Ask questions and make suggestions to take an active part in discussions.</li> <li>- Present an idea, topic or explanation to a group of peers.</li> <li>-Expand and justify ideas across the curriculum.</li> <li>-Reflect on the effectiveness of the explanation, expansion and justification.</li> <li>- Comment on the grammatical structure of a range of spoken and written accounts.</li> </ul>
	<b>Year 1 and Year 2</b>	<b>Year 3 and Year 4</b>	<b>Year 5 and Year 6</b>
<b>To present stories with structure</b>	<ul style="list-style-type: none"> <li>- Ensure stories have a setting, plot and a sequence of events.</li> <li>- Recount experiences with interesting detail.</li> <li>Take part in role play of a familiar story.</li> </ul>	<ul style="list-style-type: none"> <li>- Bring stories to life with expression and intonation.</li> <li>- Respond appropriately when in role including basic improvisation.</li> </ul>	<ul style="list-style-type: none"> <li>- Narrate detailed and exciting stories.</li> <li>- Use the conventions and structure appropriate to the type of story or presentation (fiction and nonfiction).</li> <li>- Interweave action, character descriptions, settings and dialogue in a performance.</li> <li>- Perform in improvised role play, group or class performances considering the effectiveness of delivery.</li> </ul>

	<b>Year 1 and Year 2</b>	<b>Year 3 and Year 4</b>	<b>Year 5 and Year 6</b>
<b>To hold conversations and debate</b>	<ul style="list-style-type: none"> <li>-Take turns to talk, listening carefully to the contributions of others.</li> <li>- Know that different people hold opinions that are different from our own.</li> <li>- Know that different language is appropriate in different situations (formal and informal)</li> <li>- Make contributions that are relevant to those that have come before</li> </ul>	<ul style="list-style-type: none"> <li>- Make relevant comments or ask questions in a discussion or a debate.</li> <li>- Seek clarification by actively seeking to understand others' points of view.</li> <li>- Respectfully challenge opinions or points, offering an alternative.</li> <li>- Vary language between formal and informal according to the situation.</li> </ul>	<ul style="list-style-type: none"> <li>- Negotiate and compromise by offering alternatives.</li> <li>-Debate, using relevant details to support points.</li> <li>-Offer alternative explanations when others don't understand.</li> <li>- Add humour to a discussion or debate where appropriate.</li> <li>- Select appropriate language in a range of situations (formal or informal).</li> </ul>

# Progression in Reading Skills

## Reading word reading

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Phonics and decoding</b></p> 	<p>-To apply phonic knowledge and skills as the route to decode words.</p> <p>-To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>-To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>-To read words containing taught GPCs.</p> <p>-To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>-To read words with contractions, e.g. I'm, I'll and we'll.</p>	<p>-To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>-To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>-To accurately read most words of two or more syllables.</p> <p>-To read most words containing common suffixes.</p>	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.*</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*</p>	<p>- To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>- To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>- To apply their growing knowledge of root words, prefixes and suffixes/word endings, including</p> <p>-sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*</p>	<p>- To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>

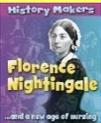
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Common exception words</b>	<p>-To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p> 	<p>-To read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> 	To begin to read Y3/Y4 exception words.*	To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.	To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	.
<b>Fluency</b>	<p>-To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>-To reread texts to build up fluency and confidence in word reading.</p>	<p>-To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>-To reread these books to build up fluency and confidence in word reading.</p>	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.			

		-To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.				
<b>Comprehension</b>						
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Understanding and Correcting Inaccuracies</b>	-To check that a text makes sense to them as they read and to self-correct.	-To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.  -To check that the text makes sense to them as they read and to correct inaccurate reading.				
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Comparing, Contrasting and Commenting</b>	-To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.  -To link what they have read or have read to them to their own	-To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their	- To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.  To use appropriate terminology when discussing texts (plot, character, setting).	To discuss and compare texts from a wide variety of genres and writers.  To read for a range of purposes.  To identify themes and conventions in a wide range of books.	To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences	- To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our

<p><b>Comparing, Contrasting and Commenting</b></p>	<p>experiences.</p> <ul style="list-style-type: none"> <li>-To retell familiar stories in increasing detail.</li> <li>-To join in with discussions about a text, taking turns and listening to what others say.</li> </ul> <p>To discuss the significance of titles and events.</p>	<p>understanding and expressing their views.</p> <ul style="list-style-type: none"> <li>-To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</li> <li>-To discuss the sequence of events in books and how items of information are related.</li> <li>-To recognise simple recurring literary language in stories and poetry.</li> <li>-To ask and answer questions about a text.</li> <li>-To make links between the text they are reading and other texts they have read (in texts that they can read independently).</li> </ul>		<ul style="list-style-type: none"> <li>- To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</li> <li>- To identify how language, structure and presentation contribute to meaning.</li> <li>To identify main ideas drawn from more than one paragraph and summarise these.</li> </ul>	<p>between text types.</p> <ul style="list-style-type: none"> <li>- To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</li> </ul> <p>To identify main ideas drawn from more than one paragraph and to summarise these.</p> <ul style="list-style-type: none"> <li>-To recommend texts to peers based on personal choice.-</li> </ul>	<p>literary heritage and books from other cultures and traditions.</p> <ul style="list-style-type: none"> <li>- To recognise more complex themes in what they read (such as loss or heroism).</li> <li>- To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</li> <li>- To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</li> <li>- To draw out key information and to summarise the</li> </ul>
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						<p>main ideas in a text.</p> <ul style="list-style-type: none"> <li>- To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.</li> </ul> <p>To compare characters, settings and themes within a text and across more than one text</p>
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Words in Context and Authorial Choice</b>	-To discuss word meaning and link new meanings to those already known.	-To discuss and clarify the meanings of words, linking new meanings to known vocabulary. -To discuss their favourite words and phrases.	- To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.  - To discuss authors' choice of words and phrases for effect.	- Discuss vocabulary used to capture readers' interest and imagination	- To discuss vocabulary used by the author to create effect including figurative language.  - To evaluate the use of authors' language and explain how it has created an impact on the reader.	- To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Inference and Prediction</b>	- To begin to make simple inferences.  - To predict what might happen on the basis of	- To make inferences on the basis of what is being said and done. To predict what might happen on the basis of	- To ask and answer questions appropriately, including some simple inference questions based on characters'	- To draw inferences from characters' feelings, thoughts and motives that justifies their	- To draw inferences from characters' feelings, thoughts and motives.	- To consider different accounts of the same event and to discuss

	what has been read so far.	what has been read so far in a text.	feelings, thoughts and motives  - To justify predictions using evidence from the text.	actions, supporting their views with evidence from the text.  - To justify predictions from details stated and implied.	- To make predictions based on details stated and implied, justifying them in detail with evidence from the text	viewpoints (both of authors and of fictional characters). -To discuss how characters change and develop through texts by drawing inferences based on indirect clues
<b>Poetry and Performance</b>	-To recite simple poems by heart.  Explore poetry by- <b>Michael Rosen</b>	-To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.  Explore poetry by - <b>Julia Donaldson</b>	- To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.  - To begin to use appropriate intonation and volume when reading aloud.	- To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).  - To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.	- To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.	
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Non-fiction</b>	-Engage in non-fiction books and name some	To recognise that non-fiction books are often	To retrieve and record information from non-fiction texts.	-To use all of the organisational devices available within a non-	To use knowledge of texts and organisation devices to retrieve,	To retrieve, record and present

	<p>of the features.</p>   	<p>structured in different ways.</p>		<p>fiction text to retrieve, record and discuss information.</p> <p>To use dictionaries to check the meaning of words that they have read.</p>	<p>record and discuss information from fiction and non-fiction texts</p>	<p>information from non-fiction texts.</p> <p>To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).</p>
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## Progression in Writing Skills

### Writing: Transcription Spelling

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Phonics and Spelling Rules</b>	-To know all letters of the alphabet and the sounds which they most commonly	-To segment spoken words into phonemes and to represent these with	To spell words with the /ei/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein,	To spell words with /shuhn/ endings spelt with 'sion' (if the root word ends in	To spell words with endings that sound like /	To spell words ending in -able and

<p><b>Phonics and Spelling Rules</b></p>	<p>represent.</p> <p>-To recognise consonant digraphs which have been taught and the sounds which they represent.</p> <p>-To recognise vowel digraphs which have been taught and the sounds which they represent.</p> <p>-To recognise words with adjacent consonants.</p> <p>-To accurately spell most words containing the 40+ previously taught phonemes and GPCs.</p> <p>-To spell some words in a phonically plausible way, even if sometimes incorrect.</p> <p><u>-To apply Y1 spelling rules which includes:</u></p> <p>-the sounds /f/, /l/,/s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz' and 'ck' and exceptions;</p> <p>-the /ŋ/ sound spelt 'n' before 'k' (e.g.</p>	<p>graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.</p> <p>-To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/blew, night/knight).</p> <p><u>-To apply further Y2 spelling rules, which includes:</u></p> <p>-the /r/ sound spelt 'wr' (e.g. write, written);</p> <p>-the /l/ or /ə/ sound spelt -le (e.g. little, middle) or spelt -el (e.g. camel, tunnel) or spelt -al (e.g. metal, hospital) or spelt -il (e.g. fossil, nostril);</p> <p>-the /aɪ/ sound spelt -y (e.g. cry, fly, July);</p>	<p>weigh, eight, neighbour, they, obey).</p> <p>To spell words with the /ɪ/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym).</p> <p>To spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character).</p> <p>To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique).</p> <p>To spell words with a /sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure).</p> <p>To spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country).</p> <p>To spell words ending with the /zher/ sound spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure).</p> <p>To spell words ending with the /cher/ sound</p>	<p>'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television).</p> <p>To spell words with a / shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission).</p> <p>To spell words with a / shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion).</p> <p>To spell words with a / shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs', e.g. musician, electrician, magician, politician,</p>	<p>shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious).</p> <p>To spell words with endings that sound like / shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious).</p> <p>To spell words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight).</p> <p>To spell words containing the letter string 'ough' (e.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although,</p>	<p>-ably (e.g. adorable/ adorably, applicable/ applicably, considerable/ considerably, tolerable/ tolerably).</p> <p>To spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly).</p> <p>To spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions (e.g.</p>
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	<p>bank, think);</p> <p>-dividing words into syllables (e.g. rabbit, carrot);</p> <p>-the /tʃ/ sound is usually spelt as 'tch' and exceptions;</p> <p>-the /v/ sound at the end of words where the letter 'e' usually needs to be added (e.g. have, live);</p> <p>-adding -s and -es to words (plural of nouns and the third person singular of verbs);</p> <p>-adding the endings -ing, -ed and -er to verbs where no change is needed to the root word (e.g. buzzer, jumping);</p> <p>-adding -er and -est to adjectives where no change is needed to the root word (e.g. fresher, grandest);</p> <p>-Spelling words with the vowel digraphs and trigraphs:</p>	<p>-adding -es to nouns and verbs ending in -y where the 'y' is changed to 'i' before the -es (e.g. flies, tries, carries);</p> <p>adding -ed, -ing, -er and -est to a root word ending in -y (e.g. skiing, replied) and exceptions to the rules;</p> <p>adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before (including exceptions);</p> <p>-adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter (including exceptions);</p> <p>-the /ɔ:/ sound (or) spelt 'a' before 'l' and 'll' (e.g. ball, always);</p> <p>-the /ʌ/ sound spelt 'o' (e.g. other, mother, brother);</p>	<p>spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure).</p>	<p>mathematician)</p> <p>.</p> <p>To spell words with the /s/ sound spelt with 'sc' (e.g. sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent).</p>	<p>dough, through, thorough, borough, plough, bough).</p>	<p>protein, caffeine, seize).</p> <p>To spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. official, special, artificial).</p> <p>To spell words with endings which sound like /shuhl/ after a vowel letter using 'tial' (e.g. partial, confidential, essential).</p>
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	<p><i>'ai' (rain) and 'oi' (soil), 'oy' (boy) and 'ay' (day) a-e (made), e-e (theme), i-e (ride), o-e woke) and u-e (tune); 'ar' (park); 'ee' (week); 'ea' (sea); 'ea' (bread); 'er' stressed sound (her); 'er' unstressed sound (better); 'ir' (girl); 'ur' (church); 'oo' (food); 'oo' (book); 'oa' (road); 'oe' (toe); 'ou' (loud); 'ow' (down); 'ow' (show); 'ue' (true); 'ew' (new); 'ie' (lie); 'ie' (field); 'igh' (right); 'or' (short); 'ore' (shore); 'aw' (crawl); 'au' (haunt); 'air' (chair); 'ear' (year); 'ear' (bear); 'are' (bare).</i></p> <p>-Spelling words ending with -y (e.g. funny, party, family).</p> <p>-Spelling new consonants 'ph' and 'wh' (e.g. dolphin, alphabet, wheel, while).</p> <p>-using 'k' for the /k/ sound (e.g. sketch, kit, skin).</p>	<p>-the /i:/ sound spelt -ey: the plural forms of these words are made by the addition of -s (e.g. donkeys, monkeys);</p> <p>-the /ɒ/ sound spelt 'a' after 'w' and 'qu' (e.g. want, quantity, squash)</p> <p>-the /ɜ:/ sound spelt 'or' after 'w' (e.g. word, work, worm);</p> <p>-the /ɔ:/ sound spelt 'ar' after 'w' (e.g. warm, towards);</p> <p>the /z/ sound spelt 's' (e.g. television, usual).</p>				
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>

<b>Common Exception Words</b>	-To spell all Y1 common exception words correctly.* -To spell days of the week correctly.	-To spell most Y1 and Y2 common exception words correctly.				.
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Prefixes and Suffixes</b>	-To use -s and -es to form regular plurals correctly.  -To use the prefix 'un-' accurately.  -To successfully add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest).	-To add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly.	To spell many of the Y3 and Y4 statutory spelling words correctly.  To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse).  To spell most words with the suffix -ly with no change to the root word; root words that end in 'le', 'al' or 'ic' and the exceptions to the rules.  To spell words with added suffixes beginning with a vowel (-er/-ed/-ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering).	To spell all of the Y3 and Y4 statutory spelling words correctly.  To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense).  To form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration).	To spell many of the Y5 and Y6 statutory spelling words correctly.  To convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate, communicate).  To convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise).  To convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify).	To spell all of the Y5 and Y6 statutory spelling words correctly.  To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance).  To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency (e.g. innocent, innocence,

			To spell words with added suffixes beginning with a vowel (-er/-ed/-en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning).	To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous).	To convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten).	decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent).  To spell words by adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference).
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Further Spelling Conventions</b>	-To spell simple compound words (e.g. dustbin, football).  -To read words that they have spelt.  -To take part in the process of segmenting spoken words into phonemes before	-To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll.  -To learn the possessive singular apostrophe (e.g. the girl's book).  -To write, from	To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/ male.  To use the first two or three letters of a word	To spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's).	To spell complex homophones and near-homophones, including who's/whose and stationary/stationery.  To use the first three or four letters	To spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy (e.g. practice/ practise, licence/licence, advice/advise).

<p><b>Further Spelling Conventions</b></p>	<p>choosing graphemes to represent those phonemes.</p>	<p>memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> <p>-To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single-syllable and multi-syllabic words.</p> <p>-To self-correct misspellings of words that pupils have been taught to spell.</p>	<p>to check its spelling in a dictionary.</p>	<p>To use their spelling knowledge to use a dictionary more efficiently.</p>	<p>of a word to check spelling, meaning or both of these in a dictionary.</p>	<p>To spell words that contain hyphens (e.g. co-ordinate, re-enter, co-operate, co-own).</p> <p>To use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</p> <p>To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.</p>
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**Writing: Transcription Handwriting**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Letter Formation, Placement and Positioning</b></p>	<p>-To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</p>	<p>-To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p>	<p>To use a neat, joined handwriting style with increasing accuracy and speed.</p>	<p>To increase the legibility, consistency and quality of their handwriting [e.g by ensuring that the</p>	<p>To increase the speed of their handwriting so that problems with forming letters do not get in the way of</p>	<p>To write legibly, fluently and with increasing speed by:-choosing which shape of a letter to use when given</p>

	<p>-To sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>-To form digits 0-9.</p> <p>-To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>-To form lower case letters of the correct size, relative to one another.</p> <p>-To use spacing between words that reflects the size of the letters.</p>		<p>downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>	<p>writing down what they want to say.</p> <p>To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.</p>	<p>choices and deciding whether or not to join specific letters;</p> <p>- choosing the writing implement that is best suited for a task.</p>
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Joining letters</b>		<p>-To begin to use the diagonal and horizontal strokes needed to join letters.</p>	<p>To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.</p>	<p>To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency</p>	<p>To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.</p>	<p>To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).</p>
<b>Writing: Composition</b>						
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Planning, Writing and Editing</b>	<p>-To say out loud what they are going to write about.</p> <p>-To compose a sentence orally before writing it.</p>	<p>-To write narratives about personal experiences and those of others (real and fictional).</p> <p>-To write simple</p>	<p>To begin to use ideas from their own reading and modelled examples to plan their writing.</p>	<p>To compose and rehearse sentences orally (including dialogue), progressively</p>	<p>To plan their writing by identifying the audience for and purpose of the writing, selecting</p>	<p>To note down and develop initial ideas, drawing on reading and research where necessary.</p>

<p><b>Planning, Writing and Editing</b></p>	<ul style="list-style-type: none"> <li>-To sequence sentences to form short narratives.</li> <li>-To discuss what they have written with the teacher or other pupils.</li> <li>-To reread their writing to check that it makes sense and to independently begin to make changes.</li> <li>-To read their writing aloud clearly enough to be heard by their peers and the teacher.</li> <li>-To use adjectives to describe.</li> </ul>	<p>poetry.</p> <ul style="list-style-type: none"> <li>- To write about real events.</li> <li>-To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary.</li> <li>-To encapsulate what they want to say, sentence by sentence.</li> <li>-To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</li> <li>-To reread to check that their writing makes sense and that the correct tense is used throughout.</li> <li>-To proofread to check for errors in spelling, grammar and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.</li> <li>To begin to organise their writing into paragraphs around a theme.</li> <li>To compose and rehearse sentences orally (including dialogue).</li> </ul>	<ul style="list-style-type: none"> <li>building a varied and rich vocabulary and an increasing range of sentence structures.</li> <li>To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</li> <li>To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.</li> </ul>	<ul style="list-style-type: none"> <li>the appropriate form and using other similar writing as models for their own.</li> <li>To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.</li> <li>To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.</li> <li>To consistently link ideas across paragraphs.</li> <li>To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.</li> </ul>	<ul style="list-style-type: none"> <li>To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</li> <li>To use a wide range of devices to build cohesion within and across paragraphs.</li> <li>To habitually proofread for spelling and punctuation errors.</li> <li>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> <li>To recognise how words are related by meaning as</li> </ul>
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						synonyms and antonyms and to use this knowledge to make improvements to their writing.
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Awareness of Audience, Purpose and Structure</b>	<p>-To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p> <p>-To start to engage readers by using adjectives to describe.</p>	<p>-To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</p> <p>-To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences.</p> <p>-To read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</p> <p>To make deliberate ambitious word choices to add detail.</p> <p>To begin to create settings, characters and plot in narratives.</p>	<p>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</p> <p>To write a range of narratives that are well- structured and well-paced.</p> <p>To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.</p> <p>To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to</p>	<p>To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.</p> <p>To describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace.</p> <p>To regularly use dialogue to convey a character and to</p>	<p>To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.).</p> <p>To distinguish between the language of speech and writing and to choose the appropriate level of formality.</p>

				control the tone and volume so that the meaning is clear.	advance the action.  To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.	To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).
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**Writing: Vocabulary, Grammar and Punctuation**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Sentence Construction and Tense</b>	-To use simple sentence structures.	-To use the present tense and the past tense mostly correctly and consistently.  -To form sentences with different forms: statement, question, exclamation, command.  -To use some features of written Standard English	To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.  To use 'a' or 'an' correctly throughout a piece of writing.	To always maintain an accurate tense throughout a piece of writing.  To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.	To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.  To ensure the consistent and correct use of tense throughout all pieces of writing.	To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Use of Phrases and Clauses</b>	<p>-To use the joining word (conjunction) 'and' to link ideas and sentences.</p> <p>-To begin to form simple compound sentences.</p>	<p>-To using co-ordination (or/and/but).</p> <p>-To use some subordination (when/if/that/because).</p> <p>-To use expanded noun phrases to describe and specify (e.g. the blue butterfly).</p>	<p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.</p> <p>To use a range of conjunctions, adverbs and prepositions to show time, place and cause.</p>	<p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.</p> <p>To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.</p> <p>To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</p>	<p>To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).</p> <p>To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.</p>	<p>To use the subjunctive form in formal writing.</p> <p>To use the perfect form of verbs to mark relationships of time and cause.</p> <p>To use the passive voice.</p> <p>To use question tags in informal writing.</p>
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>

<b>Punctuation</b>	<p>-To use capital letters for names, places, the days of the week and the personal pronoun 'I'.</p> <p>-To use finger spaces.</p> <p>-To use full stops to end sentences.</p> <p>-To begin to use question marks and exclamation marks.</p>	<p>To use the full range of punctuation taught at key stage 1 mostly correctly including:</p> <ul style="list-style-type: none"> <li>- capital letters, full stops, question marks and exclamation marks;</li> <li>- commas to separate lists; apostrophes to mark singular possession and contractions.</li> </ul>	<p>To use the full range of punctuation from previous year groups.</p> <p>To punctuate direct speech accurately, including the use of inverted commas.</p>	<p>To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.</p> <p>To consistently use apostrophes for singular and plural possession.</p>	<p>To use commas consistently to clarify meaning or to avoid ambiguity.</p> <p>To use brackets, dashes or commas to indicate parenthesis.</p>	<p>To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi- colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.</p>
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Use of Terminology</b>	<p>-To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.</p>	<p>-To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.</p>	<p>To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).</p>	<p>To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.</p>	<p>To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.</p>	<p>To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.</p>
<b>Speaking and Listening</b>						
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>

<b>Listening</b>	To listen to others in a range of situations and usually respond appropriately.	To listen carefully and respond with increasing appropriateness to what has been said, e.g. make a helpful contribution when speaking in a small reading group.	To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.	To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.	To listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views, e.g. participate in a collaborative project where they listen to the ideas of others and adapt these to meet the needs of the group.	To make improvements based on constructive feedback on their listening skills.
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Following Instructions</b>	To understand instructions with more than one point in many situations.	To fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear. To attempt to follow instructions before seeking assistance.	To follow instructions in a range of unfamiliar situations. To recognise when it is needed and ask for specific additional information to clarify instructions.	To follow complex directions/multi-step instructions without the need for repetition.		
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Asking and answering questions</b>	To begin to ask questions that are linked to the topic being discussed.  To answer questions on a wider range of topics	To show that they are following a conversation by asking relevant and timely questions.  To answer questions using clear sentences.	To ask questions that relate to what has been heard or what was presented to them.  To begin to offer support for their	To generate relevant questions to ask a specific speaker/audience in response to what has been said.	To ask questions which deepen conversations and/or further their knowledge.  To understand how to answer	To regularly ask relevant questions to extend their understanding and knowledge.

	(sometimes may only be one-word answers).	To begin to give reasoning behind their answers when prompted to do so.	answers to questions with justifiable reasoning.	To regularly offer answers that are supported with justifiable reasoning.	questions that require more detailed answers and justification.	To articulate and justify answers with confidence in a range of situations.
<b>Drama, performance and Confidence</b>	<p>To speak clearly in a way that is easy to understand.</p> <p>To speak in front of larger audiences, e.g. in a class assembly, during a show 'n' tell session.</p> <p>To know when it is their turn to speak in a small group presentation or play performance.</p> <p>To take part in a simple role play of a known story.</p>	<p>To speak confidently within a group of peers so that their message is clear.</p> <p>To practise and rehearse reading sentences and stories aloud.</p> <p>To take on a different role in a drama or role play and discuss the character's feelings.</p> <p>To recognise that sometimes speakers talk differently and discuss reasons why this might happen</p>	<p>To rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers.</p> <p>To speak regularly in front of large and small audiences.</p> <p>To participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions.</p>	<p>To use intonation when reading aloud to emphasise punctuation.</p> <p>To practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers.</p> <p>To take on a specific role in role-play/drama activities and participate in focused discussion while remaining in character.</p> <p>To discuss the language choices of other speakers and how this may vary in different situations.</p>	<p>To narrate stories with intonation and expression to add detail and excitement for the listener.</p> <p>To use feedback from peers and teachers (and from observing other speakers) to make improvements to performance.</p> <p>To combine vocabulary choices, gestures and body movement to take on and maintain the role of a character.</p>	<p>To participate confidently in a range of different performances, role play exercises and improvisations (including acting in role).</p> <p>To gain, maintain and monitor the interest of the listener(s).</p> <p>To select and use appropriate registers for effective communication.</p>
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Vocabulary building and</b>	To use appropriate vocabulary to describe	To start to use subject- specific	To use vocabulary that is appropriate to	To regularly use interesting	To regularly use interesting	To use relevant strategies to

<b>standard English</b>	<p>their immediate world and feelings. To think of alternatives for simple vocabulary choices.</p>	<p>vocabulary to explain, describe and add detail.</p> <p>To suggest words or phrases appropriate to the topic being discussed.</p> <p>To start to vary language according to the situation between formal and informal.</p> <p>To usually speak in grammatically correct sentences.</p>	<p>the topic and/or the audience.</p> <p>To recognise powerful vocabulary in stories/ texts that they read or listen to and begin to try to use these words and phrases in their own talk.</p> <p>To discuss topics that are unfamiliar to their own direct experience.</p>	<p>adjectives, adverbial phrases and extended noun phrases in speech.</p> <p>To know and use language that is acceptable in formal and informal situations with increasing confidence.</p> <p>To recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.</p>	<p>adjectives, adverbial phrases and extended noun phrases in speech.</p> <p>To know and use language that is acceptable in formal and informal situations with increasing confidence.</p> <p>To recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.</p>	<p>build their vocabulary.</p> <p>To use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose</p> <p>To speak audibly, fluently and with a full command of Standard English in all situations.</p> <p>To use a broad, deep and rich vocabulary to discuss abstract concepts and a wide</p>
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Speaking for a range of purposes</b>	<p>To organise their thoughts into sentences before expressing them.</p> <p>To be able to describe their immediate world and environment.</p>	<p>To talk about themselves clearly and confidently.</p> <p>To verbally recount experiences with some added interesting details.</p>	<p>To organise what they want to say so that it has a clear purpose.</p> <p>To begin to give descriptions, recounts and narrative retellings</p>	<p>To give descriptions, recounts and narrative retellings with specific details to actively engage listeners.</p>	<p>To plan and present information clearly with ambitious added detail and description for the listener.</p>	<p>To communicate confidently across a range of contexts and to a range of audiences.</p> <p>To articulate and justify arguments</p>

	To retell simple stories and recounts aloud	To offer ideas based on what has been heard.	with added details to engage listeners.	To debate issues and make their opinions on topics clear. To adapt their ideas in response to new information.	To participate in debates/arguments and use relevant details to support their opinions and adding humour where appropriate	and opinions with confidence.  To give well-structured descriptions, explanations, presentations and narratives for different purposes, including for expressing feelings.  To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.  To make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus.
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>

<p><b>Participating in discussion</b></p>	<p>To recognise when it is their turn to speak in a discussion.</p> <p>To recognise that different people will have different responses and that that these are as valuable as their own opinions and ideas.</p>	<p>To give enough detail to hold the interest of other participant(s) in a discussion.</p> <p>To engage in meaningful discussions that relate to different topic areas.</p> <p>To remain focused on a discussion when not directly involved and be able to recall the main points when questioned</p>	<p><b>To engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation.</b></p> <p><b>To take account of the viewpoints of others when participating in discussions.</b></p>	<p>To engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants.</p> <p>To begin to challenge opinions with respect.</p> <p>To engage in meaningful discussions in all areas of the curriculum.</p>	<p>To develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and whole- class conversations.</p> <p>To engage in longer and sustained discussions about a range of topics.</p> <p>To ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions.</p>	<p>To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence.</p> <p>To consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others.</p> <p>To offer an alternative explanation when other participant(s) do not understand.</p>

