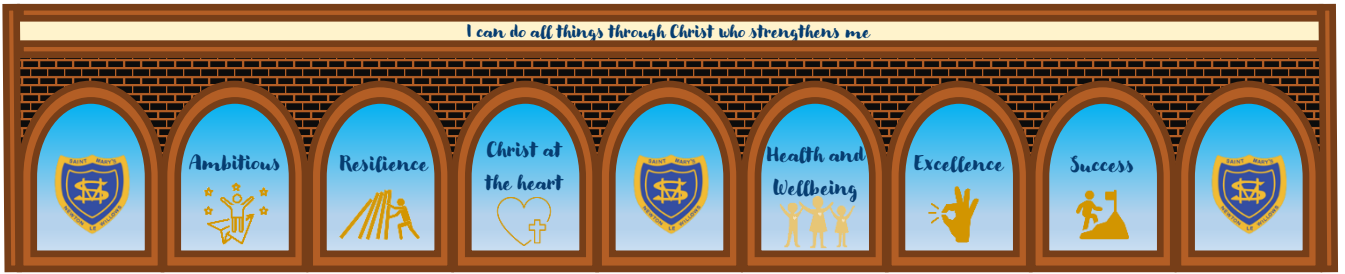


I can do all things through Christ who strengthens me



English Curriculum Offer



I can do all things through Christ who strengthens me



Our School Vision



St Mary's Catholic Infant and Junior Academies work together to create a caring, friendly and faith-centred community, where we seek to realise the full potential of all our family through the living love of Christ. All our work with children and their families, staff, governors, parishioners and the wider community is influenced by our core values:

Compassion, Respect and Resilience.

Within both schools, our **English** curriculum is built on ensuring our children have an excellent moral compass. All texts, across all areas of the English curriculum, are chosen carefully to ensure we raise the profile of diversity and inclusivity and respect. By providing a range of exciting learning opportunities, our children flourish in our English curriculum. The children are inspired to read, write, speak and listen and they know that they can make a difference when using the skills and knowledge they learn in their English lessons.

Intent

The purpose of our Arches Curriculum is to ensure that our children are **successful** in life and learning. The 'Nine Arches' Sankey Viaduct in Newton-le-Willows has been the inspiration for our curriculum. The viaduct was built by George Stephenson between 1828 and 1830 and the bridge, built to let trains cross above the Sankey Canal, has international significance as the world's earliest major railway viaduct still in use.

Our English curriculum is based on the objectives from the National Curriculum, with the principle focus of ensuring pupils are fluent readers, with a grounding in phonemes and graphemes, to secure blending and decoding skills, and increase understanding in vocabulary, inference, prediction, explanations, retrieval, sequencing and summarising. Across our writing, we provide a progressive curriculum, exposing children to all genres of narrative, non-fiction and poetry. With high-quality example texts and clear modelling of grammar, punctuation and spelling patterns, children develop their composition and transcription skills to create fluent and interesting pieces.

From this, we teach to the Arches Principles –

Ambitious – Resilience – Christ at the Heart – Health and Wellbeing – Excellence – Success

Ambitious

Our curriculum is designed to show our children that our **ambitious** curriculum will offer them rewards for the future. Our English curriculum encourages children to create the best writing they can do, emboldening them with their vocabulary choices and highlighting the importance of finding ways to improve through editing. The selection of texts in reading sessions and across our library, allows children to be **ambitious** in their book choices, with a range of authors and genres.

Resilience

With high expectations and a challenging curriculum, we support our children in developing **resilience** and self-motivation, to overcome barriers in their pursuit of learning and enrichment. Across our English provision, we consistently and continually work to improve stamina and control, to allow children to accomplish the best.

Christ at the heart

Christ at the heart along with our Mission Statement, "I can do all things through Christ who strengthens me," we provide a high-quality education within a creative, stimulating, encouraging and mutually supportive environment where children are enabled to develop the skills they require to become successful in English, knowing God is with them, to celebrate their successes, support their setbacks and inspire their creativity.

Health and Wellbeing

The Mental **Health and Wellbeing** of our children is paramount in both schools and we seek to ensure all of our lessons have enrichment and enjoyment, allowing children to find satisfaction and fun in the challenge. The use of words and language to develop children's understanding of themselves and their feelings and needs is vital in supporting children's mental health and wellbeing. Our English curriculum provides children with the opportunities to build this vocabulary and shows them that, through their writing, they can express themselves freely.

Excellence

In all things, we strive for **excellence** both from and for our children, providing them with the best opportunities, with a curriculum sets high expectations for each and every child. Across our English curriculum, we strive for excellence, with pride in our work and opportunities for creativity and complexity. The high-quality texts we use in our lessons provide children with examples and models to aim for.

Successful

We work to help our children to be **successful** in all areas of school life, developing children who achieve whatever they put their mind to, and developing skills to help them to continue to be successful in the future. In English, we celebrate all of our successes and allow children to take pride in their work. Editing and improvement is taught to allow children opportunities to self-correct and be successful in their writing.

Our Arches Principles -

Rationale for our English Curriculum



Through the '**ambitious**' curriculum driver we want our children to ensure that every child meets the highest expectations of which they are possible. Despite the challenges of barriers or background, we ensure that every child at St. Mary's is a reader.



Through the '**resilience**' curriculum driver, we promote optimism and determination in English. We have the highest of expectations in all areas of English: reading, writing, spelling, handwriting, speaking and listening. Our high expectations and aspirational English curriculum encourage children to be resilient learners. Through next step marking and purposeful feedback in English, children have opportunities each day to edit and improve their work thus promoting resilience.



As a Catholic school, our Gospel values and the teachings of Jesus **Christ are at the centre** of all our learning in English. We choose high-quality texts that enable every child to be the best version of themselves in the likeness of God.

We aim to develop children who will follow the example of Christ and who will have the confidence to go out into the world acting upon the word of Jesus and changing the world accordingly.



At St Mary's we understand that happiness is linked to personal growth, **health** and development. We ensure our children are happy, healthy individuals.

Our English curriculum content encompasses quality texts pertaining to **wellbeing**. We create a love of reading including daily DEAR (Drop Everything and Read) from Y1 – Y6. Our Catholic values are woven throughout each quality text. With '**wellbeing**' as a curriculum driver, we give children the confidence to thrive in a diverse, global society and be respectful citizens with British and Catholic values at the core.



Through the '**excellence**' curriculum driver, we aim to achieve the highest possible standards in behaviour, progress and achievement in English.



Through the '**success**' curriculum driver, we aim to help to develop children who are confident in all aspects of the English curriculum (Reading, Writing and Speaking and Listening) to enable them to become successful individuals.

Being a St Mary's Writer, Reader, Speaker and Listener

Being a great reader, writer, speaker and listener means that disciplinary and substantive knowledge complement each other harmoniously. All areas of English are high profile within our curriculum. We ensure there are always opportunities to enhance English in all areas of the curriculum. Texts studied in English are mostly linked to other areas of the curriculum. Each text has been chosen for a reason and serves a purpose. Children have reading, writing and (where appropriate) phonics lessons daily.

The National Curriculum's overarching aims for English is to 'promote high standards of language and literacy by equipping pupils with a strong command' of our language. It also aims to develop the enjoyment of reading and literature by opening up their experiences.

The national curriculum for English aims to ensure that all pupils can do the following:

- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading
- Appreciate our rich and varied literary heritage
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.

The National Curriculum programmes of study for Reading at Key Stages 1 and 2 consist of two dimensions, word reading and comprehension (both listening and reading).

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

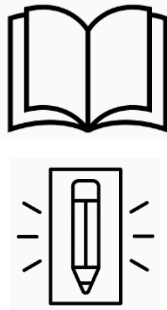
At St Mary's, we know that skilled word reading means decoding unfamiliar words at an appropriate speed and word recognition of familiar words, also at speed. The underpinning knowledge of letter recognition and the linking of graphemes and phonemes through phonics is emphasised in the early teaching of reading to beginners when they start school.

We develop good comprehension skills, drawing from linguistic knowledge, knowledge of the world and a deep and varied vocabulary. A wide range of high-quality texts and questioning builds the skills needed to make exceptional readers. Pupils are encouraged to read widely across fiction, non-fiction and poetry, developing their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum, increasing their vocabulary as they encounter words they rarely hear or use in everyday speech.

English Long-Term Plan

St Mary's 'Arches Curriculum' - all our planning is based on our key principles and intent for our curriculum



EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing Focus Books  All focus texts/films have a clear rationale and purpose: wider curriculum or has prevalence due to its theme, content or author.	Nursery					
Literacy Focus Texts	Fiction: Goldilocks and The Three Bears We're Going on a Bear Hunt Marvellous Me : Inside and Out Non Fiction – My Body	Fiction: Little Red Hen Elf on the Shelf The Jolly Christmas Postman Non-Fiction : Recipe for making bread	Fiction: The Three Little Pigs The Three Billy Goat's Gruff Non-Fiction: Materials (vocab book) Rivers	Fiction: Jack and the Beanstalk Jaspers Beanstalk The Very Hungry Caterpillar Non-Fiction: Plants	Fiction: Cinderella The Princess and the Pea Non-Fiction: People Who Help Us – Make a book about our school staff	Fiction: The Tiger Who Came to Tea Oliver's Vegetables Starting School Non-Fiction: Instructions 'How to clean your teeth' / Healthy Body Book
High Quality Texts	The Gruffalo Stick Man Peace at Last The Leaf Thief Elmer	We're Going on a Sleigh Ride The Snowman The Gruffalo's Child Kipper's Christmas Eve Little Owl and the Christmas Star The Jolly Christmas Postman	Snow is my Favourite and my best Snow Bears Lost and Found One Snowy Night The Snow Thief	I will never ever eat a Tomato Oliver's vegetables Oi Frog! One Springy Day	The Princess and the Peas The Runaway Pea The Jolly Postman Duck in a truck Hairly McClary Hugless Douglas The Rainbow Fish	How to catch a star Please, Mr. Panda The Storm Whale Kipper's Year Bear One Day on our Blue Planet

Reception

Literacy Focus Texts

How to get your
teacher ready
for school



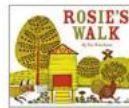
The Rainbow Fish



We're Going on
a Bear Hunt



Rosie's Walk



All Aboard the
London Bus



Poppies



Meet The
Weather



On Sudden Hill



I Wanna
Iguana



Lost and Found



National
Geographic Kids -
Penguins



Pigs Might Fly



How to
Count to One



The Tiny Seed



Jack and the
Jellybean Stalk



Chocolate
Cake



The Giant
Jam Sandwich



Bugs



Model inspired
by this book.

Handa's Surprise



How To
Catch A Star



Perfectly Norman



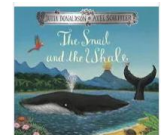
Space Tortoise



Sam and Dave
Dig A Hole



Ruby's Worry



The Proudest Blue



Poetry focus 	Harvest songs	Christmas Nativity songs.	5 Little Dinosaurs	Easter songs: Spring chicken. Hot cross buns	5 Little ducks	
Speaking and Listening 	See whole school progression for Speaking & Listening					
Word Reading 	• re-read these books to build up their fluency and confidence in word reading. • read individual letters by saying the sounds for them. • blend sounds into words, so that they can read short words made up of known letter– sound correspondences. • read some letter groups that each represent one sound and say sounds for them. • read a few common exception words matched to the school's phonic programme. • read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words					
Reading 	Develop pleasure in reading, motivation to read, vocabulary and understanding by: • re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • listening to and discussing a wide range of rhymes, poems, stories and songs shared by an adult • being encouraged to link what they read or hear read to their own experiences • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • recognising and joining in with predictable phrases • learning to appreciate rhymes and poems, and to recite some by heart • discussing word meanings, linking new meanings to those already known • drawing on what they already know or on background information and vocabulary provided by the teacher • discussing the significance of the title and events • making inferences on the basis of what is being said and done • predicting what might happen on the basis of what has been read so far • participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them.					
Writing Composition 	Write sentences by: • saying out loud what they are going to write about • composing a sentence orally before writing it • model how you read and re-read your own writing to check it makes sense • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher.					

**Vocabulary,
punctuation and
grammar**



- begin to leaving spaces between words
- beginning to punctuate sentences using a capital letter and a full stop.

Spelling



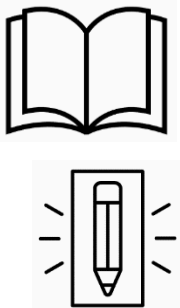
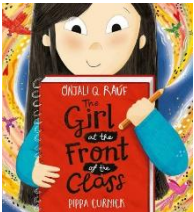
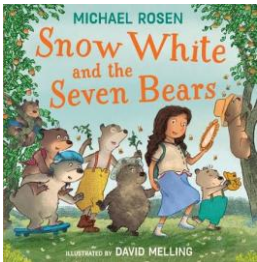
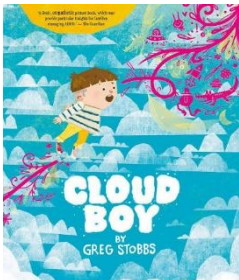
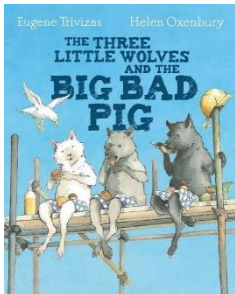
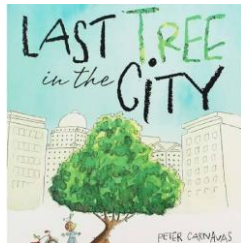
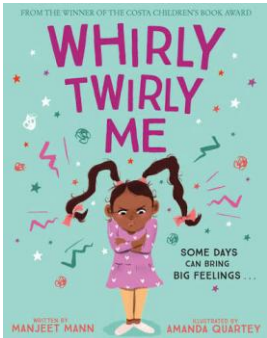
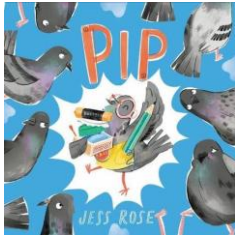
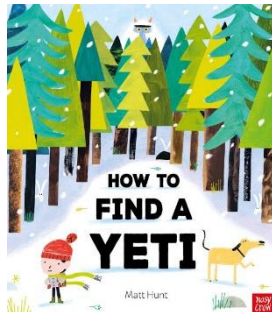
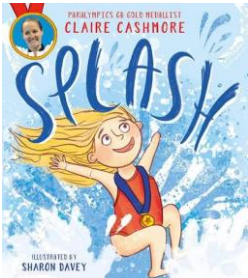
- words containing each of the phonemes already taught
- common exception words
- spell words by identifying the sounds and then writing the sound with letter/s.
- write short sentences with words with known sound-letter correspondences using a capital letter and full stop

Handwriting



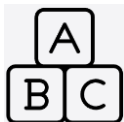
For our youngest pupils, using sponge cake lines, we aim to provide a wide range of daily opportunities that support the development of early handwriting skills:

- Gross motor development: Activities such as air-writing, pattern making, dancing, climbing, sweeping and digging to strengthen the upper body and develop control.
- Fine motor development: Activities that develop hand and finger strength, including mark-making on paper, whiteboards, blackboards, sand trays and tablets, as well as using tweezers, pegs, scissors and play dough.
- Letter formation through phonics: Letter rhymes are shared during phonics sessions. Letter formation is modelled, and children are encouraged to practise forming letters in the air or on different surfaces (e.g., their hand or leg) using their finger (see appendix 2).
- Handwriting within English lessons: Handwriting forms part of group writing sessions to reinforce correct formation and early writing habits.
- Progression towards lined paper: Children use plain paper in Nursery and Reception until they are ready to write on 12 mm lines.

YEAR 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing Focus 	Text: The Girl at the Front of the Class by Onjali Q Rauf  Outcome: Friendship Story Sentences Purpose: To retell	Text: Snow White and the Seven Bears by Michael Rosen  Outcome: Fairy Tale Sentences Purpose: To retell	Text: Cloud Boy by Greg Stobbs  Outcome: Imagination Story Sentences Purpose To retell	Text: The 3 Little Wolves and Big Bad Pig by Eugene  Trivizas Outcome: Instruction Sentences Purpose: To instruct	Text: There's a Tiger in the Garden by Lizzy Stewart  Outcome: Search Story Sentences Purpose: To retell	Text: Last Tree in the City by Peter Carnavas  Outcome: Environment Story Sentences Purpose: To retell
	Text: King Lion by Emma Yarlett  Outcome: instruction Sentences Purpose: To instruct	Text: The Queen Next Door by Marcela Ferreira  Outcome: Invitation Sentences Purpose: To inform	Text: Whirly Twirly Me by Manjeet Mann  Outcome: Diary Sentences Purpose: To recount	Text: Pip by Jess Rose  Outcome: Invention Story Sentences Purpose: To retell	Text: How to Find a Yeti by Matt Hunt  Outcome: Diary Sentences Purpose: To recount	Text: Splash by Claire Cashmore  Outcome: Olympic Story Sentences Purpose: To retell

Guided Reading Texts 	Looking After Ourselves • <i>Being Active</i> • <i>Feelings</i> • <i>Healthy Eating</i> • <i>Healthy Teeth</i> Plants • <i>Wildflowers</i> • <i>Plants that grow</i>	Emergency Services • <i>The Fire Service</i> • <i>Police</i> Explorers • <i>Explorer Kit</i> • <i>The Explorer</i> Christmas • <i>How to Build a Snowman</i> • <i>Santa's Holiday</i>	Seasons • <i>The Seasons</i> • <i>Winter</i> Fairy Narratives • <i>Never Try to Trick a Fairy</i> • <i>A Fairy Poem</i> Explorers • <i>Bella and the Balloon</i> • <i>Explorer Kit</i>	Gardens and Plants • <i>Garden Poem</i> • <i>Garden Diary</i> Birds • <i>What are Birds?</i> • <i>Birds that can't fly</i> Weather • <i>Wonderful weather</i> • <i>Weather</i>	Transport • <i>Transport in the Rails</i> • <i>Transport on the Roads</i> Safari • <i>Going on Safari</i> • <i>The Big 5</i> Bible Stories • <i>Noah's Ark</i> • <i>The Good Samaritan</i>	The Earth • <i>What is the Earth?</i> • <i>Hot Places</i> Dragons • <i>Dragons</i> • <i>A Dragon's Life</i> The Seaside • <i>Things at the Seaside</i> • <i>A Seaside Diary</i>
Other texts 	A variety of age-appropriate fiction, non-fiction and poetry are covered throughout the year. Peace at Last (Jill Murphy) Can't You Sleep Little Bear? (Martin Waddell) Where the Wild Things Are (Maurice Sendak) The Elephant and the Bad Baby (Elfrida Vipont and Raymond Briggs) Avocado Baby (John Burningham) The Tiger Who Came to Tea (Judith Kerr) Knuffle Bunny (Mo Willems) Beegu –(Alexis Deacon) Dogger (Shirley Hughes) Cops and Robbers (Alan and Janet Ahlberg) Elmer (David McKee) Wild (Emily Hughes) On Sudden Hill (Linda Sarah and Benji Davies) Stanley's Stick (John Hegley and Neal Layton) Orion and the Dark (Emma Yarlett) Shh! We Have a Plan (Chris Haughton)					
Poetry focus 	Poetry met through music linked texts.					
Speaking and Listening 	See whole school progression for Speaking & Listening					

Word Reading



- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs Year 1 English Long-Term Plan
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading

Reading



Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known

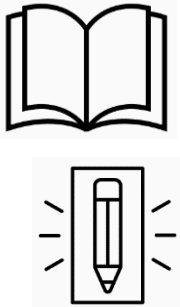
Understand both the books they can already read accurately and fluently and those they listen to by:

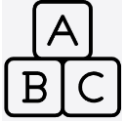
- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them.

Priority content domains for Year 1

				
Vocabulary	Retrieval	Inference	Prediction	Sequencing

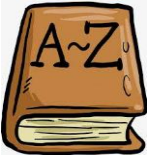
Writing Composition 	Write sentences by: • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher.
Vocabulary, punctuation and grammar 	Develop their understanding of the concepts set out in English Appendix 2 by: • leaving spaces between words • joining words and joining clauses using and • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • learning the grammar for year 1 in English Appendix 2 • use the grammatical terminology in English Appendix 2 in discussing their writing.
Spelling 	• words containing each of the 40+ phonemes already taught • common exception words • the days of the week name the letters of the alphabet: • naming the letters of the alphabet in order • using letter names to distinguish between alternative spellings of the same sound Add prefixes and suffixes: • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • using the prefix un– • using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] • apply simple spelling rules and guidance, as listed in English Appendix 1 • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
Handwriting 	• In Year 1, children build on their early handwriting foundations through structured daily opportunities using Oxford Lines that support the development of pre-cursive writing skills: • · Developing control and consistency: Children refine their letter formation, focusing on correct sizing, spacing and orientation to prepare for pre-joining. • · Pre-cursive formation: Staff model letters with lead-ins and lead-offs (not joined) using the Letter-join Air Plus 40 font. • · Handwriting within lessons: Letter formation continues to be embedded within English lessons. • · Dedicated handwriting sessions: Daily 10-minute handwriting session provides explicit instruction and practice (unless children are receiving intervention support). • · Progression towards lined paper: Children write on 12 mm lines once ready, enabling consistent letter height and placement.

YEAR 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing Focus Books 	Poetry – Desk Diddler Narrative - The Marvellous Fluffy Squishy Itty Bitty Non-Chronological Report – Big Cats	Narrative – Stardust Postcard – Meerkat Christmas	Narrative – The Owl Who Was Afraid of the Dark Instructions – How to Make a Bird Feeder	Narrative – A Lion in Paris Letter – This is How We Do It	Poetry – If I were in Charge of the World Narrative – Friendship Bench	Biography – Malala’s Magic Pencil Narrative – After the Fall
Guided Reading Texts 	Fairy Tales • <i>Elves and the Shoemaker</i> • <i>Hansel and Gretel</i> • <i>Little Red Riding Hood</i> • <i>Pied Piper</i> Nature • <i>Adaptations</i> Australia • <i>Australian Animals</i>	Sports People • <i>Ellie Simmonds</i> • <i>Harry Kane</i> Pirates • <i>Captain Jack’s Treasure</i> Christmas • <i>Stuck in the Chimney</i> • <i>Christmas Letter Sorting Machine</i>	Predators • <i>The Barn Owl</i> • <i>The Beast</i> Habitats • <i>Woodland Habitats</i> • <i>Rainforest Tree</i> Coasts • <i>What is a coast?</i> • <i>Jack’s Holiday</i>	British Royalty • Memorable Monarchs • Trooping the Colour Significant Individuals • Charles Darwin • David Attenborough Hot and Cold Places • Coldest Places on Earth • Hottest Places on Earth	Activists • Greta Thunberg • Martin Luther King Growing Plants • Parts of a Plant • What do Plants Need to Grow Looking After Ourselves • Feelings • Being Active	Nursery Rhymes Narrative • Hey Diddle Diddle • Hickory Dickory Dock Parables of Jesus • The Prodigal Son • The Two Builders Castles • Who Lived in a Castle? • The Sword in the Stone
Other texts 	A variety of age-appropriate fiction, non-fiction and poetry are covered throughout the year. The Twits (Roald Dahl) Daisy and the Trouble with London (Kes Grey) The Owl Who Was Afraid of the Dark (Jill Tomlinson)					

Poetry focus 	Poetry met through music linked texts and visit from performance poet Paul Delaney in Year 2
Speaking and Listening 	See whole school progression for Speaking & Listening
Word Reading 	• Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • read accurately words of two or more syllables that contain the same graphemes as above • read words containing common suffixes • read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • re-read these books to build up their fluency and confidence in word reading.
Reading 	Develop pleasure in reading, motivation to read, vocabulary and understanding by: • listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • discussing the sequence of events in books and how items of information are related • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • being introduced to non-fiction books that are structured in different ways • recognising simple recurring literary language in stories and poetry • discussing and clarifying the meanings of words, linking new meanings to known vocabulary • discussing their favourite words and phrases • continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • understand both the books that they can already read accurately and fluently and those that they listen to by: • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading • making inferences on the basis of what is being said and done • answering and asking questions

- predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Priority content domains for Year 2

						
Vocabulary	Retrieval	Inference	Prediction	Sequencing	Compare	Summarise

Writing Composition



Develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry
- writing for different purposes

Consider what they are going to write before beginning by:

- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence

Make simple additions, revisions and corrections to their own writing by:

- evaluating their writing with the teacher and other pupils
- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear.

Vocabulary, punctuation and grammar



- learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- learn how to use sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- the grammar for year 2 in English Appendix 2
- some features of written Standard English
- use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

Spelling



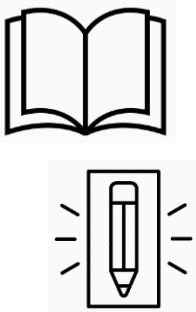
- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learning to spell common exception words
- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular) [for example, the girl's book]
- distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- apply spelling rules and guidance, as listed in English Appendix 1
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Handwriting



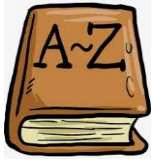
From Year 2 onwards, using Oxford Lines, children develop fluency and confidence in continuous cursive handwriting through regular, structured practice:

- **Continuous cursive writing:** Children are taught to join letters using lead-ins and lead-offs in line with the *Letter-join Plus 40* style.
- **Developing fluency and speed:** Children practise forming words and sentences increasingly automatically to support fluent writing across the curriculum.
- **Embedding in the curriculum:** Continuous cursive handwriting is modelled and reinforced during English lessons.
- **Dedicated handwriting sessions:** Daily 10-minute handwriting session provides explicit instruction and practice (unless children are receiving intervention support).
- **Progression to narrower lines:** Children write on **8 mm lines** to ensure accurate sizing, spacing and control as handwriting becomes smaller and more consistent.

YEAR 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing Focus Books 	Poetry- Autumn is Here Narrative – Secret of Black Rock Instructions: How to Wash a Woolly Mammoth	Narrative – Stone Age Boy Instructions – Christmas Dessert	Narrative – George’s Marvellous Medicine Instructions – How a Robot Dogs Works Narrative – Star in the Jar	Narrative – How to Heal a Broken Wing Diary – A Young Slave	Poetry – The Colour Collector Letter – The Gardener Narrative – Wisp – A World of Hope	Narrative – Egyptian Cinderella Explanation: Light and Dark
Guided Reading Texts 	Mythical Creatures - Fairy Lake Food Chains - There was an Old Lady Adventure Stories - A Branch in Time Heros and Villains - Captain Apparatus	The Stone Age - Skara Brae - The Stone Age The Iron Age - All About the Iron Age - Hillforts Christmas - A Christmas Carol - A Favourite Toy	Climate Change <i>What is Climate Change?</i> <i>Be like a hummingbird</i> Robots - Lost and Alone - Butler Bot Deserts - Icy Deserts - The Sahara	Forces and Magnetism - Friction - Gravity Hero’s Journey <i>Hero’s Journey</i> Eating and Digestion - A Healthy Diet	Arts and Artists - Impressionism - Jackson and Pollock Plants - Parts of a Flower - Varieties of Plants Adventure Stories - The Adventures of Todd Pawsworth - A Branch in Time	Ancient Egypt - On a Mission - Cleopatra - Egyptian Gods - Mummify a Tomato Light - What is Light? - The Eye
Other texts 	A variety of age-appropriate fiction, non-fiction and poetry are covered throughout the year. Ottoline and the Yellow Cat (Chris Riddell) The Legend of Spud Murphy (Eoin Colfer) The Minipins (Roald Dahl)					

Poetry focus 	Poems by Levi Tafari	It Starts With a Seed Laura Knowles Seeds and Trees Brandon Walden	Dr Seuss poems
Speaking and Listening 	See whole school progression for Speaking & Listening		
Word Reading 	• Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.		
Reading 	Develop positive attitudes to reading and understanding of what they read by: • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • using dictionaries to check the meaning of words that they have read • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discussing words and phrases that capture the reader's interest and imagination • recognising some different forms of poetry [for example, free verse, narrative poetry] • understand what they read, in books they can read independently, by: • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • asking questions to improve their understanding of a text • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying main ideas drawn from more than one paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.		

Priority content domains for Year 3

								
Vocabulary	Retrieval	Inference	Prediction	Sequencing	Point and Justify	Compare	Word Choice	Summarise

Writing Composition



Pupils should be taught to:

Plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas draft and write by:
- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting

Vocabulary, punctuation and grammar



Pupils should be taught to:

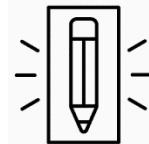
Develop their understanding of the concepts set out in English Appendix 2 by:

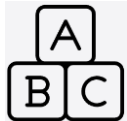
- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials

Learning the grammar for years 3 and 4 in English Appendix 2 indicate grammatical and other features by:

- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech

Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Spelling 	Spelling (see English Appendix 1) Pupils should be taught to: • use further prefixes and suffixes and understand how to add them (English Appendix 1) • spell further homophones • spell words that are often misspelt (English Appendix 1) • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • use the first two or three letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.					
Handwriting 	In lower Key Stage 2, pupils should be writing in joined handwriting consistently throughout their independent work. Handwriting continues to be taught explicitly, with the aim of increasing pupils' fluency and enabling them to record their ideas efficiently. Module 4 consists of 60 lessons, and is targeted at Year 3 pupils. The module is designed to improve the legibility, consistency and overall quality of handwriting through a wide range of engaging resources that link handwriting to other areas of the curriculum. Through these activities, children explore advanced vocabulary and develop greater independence in their writing and spelling. The worksheets in this module cover an extensive variety of curriculum topics, including dictation, double letters, number vocabulary, palindromes, tongue twisters, MFL (French and Spanish), onomatopoeia, similes, WOW words and spellings.					
YEAR 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing Focus Books 	Poetry – Still I Rise Narrative – The Iron Man Persuasion – Plastic Straws – The Stroodle	Narrative – Charlie and the Chocolate Factory Formal Letter – Inviting an Author into School	Narrative – The Boy, The Mole, The Fox and The Horse Explanation – Digestion	Narrative – The Whale Persuasion – Holiday Brochure	Poetry – The River Script – Once Upon a Raindrop	Narrative – Arthur and the Golden Rope Biography – Tesla
Guided Reading Texts	Fantasy Playscripts • Little Red Scene 1 Battles • Weapons Through Time	Famous Authors • AA Milne • Beatrix Potter • JRR Tolkien Music History	Deep Sea Creatures • Record Breakers • Cephalopods The Human Body • Digestion	States of Matter • Changing States • Solid, Liquid or Gas The Romans	Rivers • River Talk • Parts of a River • Rivers of the World	Ancient Greece • Ancient Greece • Famous Greeks Electricity

	• Battle Infographic <i>A Pharaohly Big Deal</i> • A Pharaohly Big Deal Chp1 • A Pharaohly Big Deal Chp2 • A Pharaohly Big Deal Chp3 • A Pharaohly Big Deal Chp4 •	• Inspired By Birds <i>Christmas</i> • Christmas Trees • The Little Match Girl	• <i>Bodily Bits and Bobs</i> Bees • <i>How is Honey Made?</i> • <i>Inside the Hive: A Barry the Beetle Podcast</i>	• What did the Romans do for us. • Roman Infograph Stories with a Past • The Three Bears • Humpty Dumpty	• The Amazon River Bullying • What is Bullying? • A Stolen Pencil	• How Electricity Works • Uses of Electricity Persuasive Texts • Persuasive Letter • Visit Warwickshire
Other texts 	A variety of age-appropriate fiction, non-fiction and poetry are covered throughout the year. How to Train Your Dragon (Cressida Cowell) The Witches (Roald Dahl) The Iron Man (Ted Hughes)					
Poetry focus 	Where my Wellies Take Me Michael Morpurgo				The Sound Collector Roger McGough	
Speaking and Listening 	See whole school progression for Speaking & Listening					
Word Reading 	• Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.					

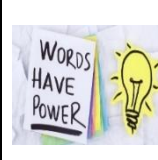
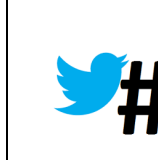
Reading



Develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Priority content domains for Year 4

								
Vocabulary	Retrieval	Inference	Prediction	Sequencing	Point and Justify	Compare	Word Choice	Summarise

Writing Composition



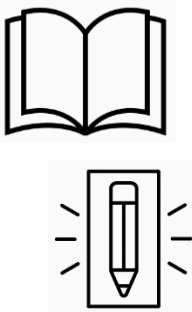
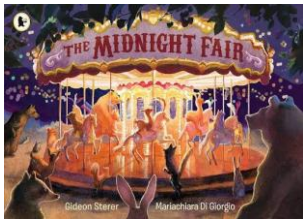
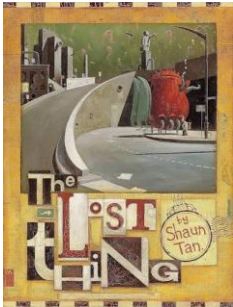
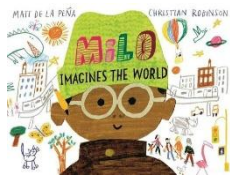
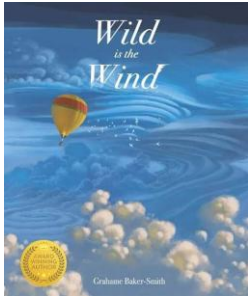
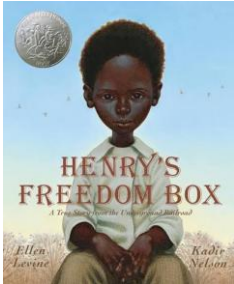
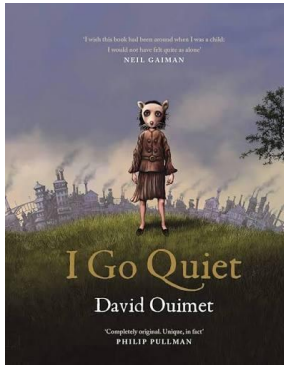
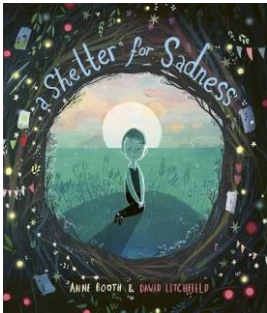
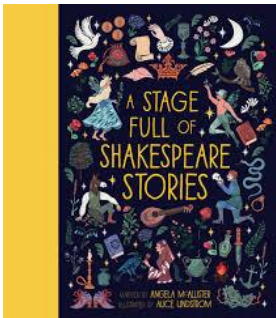
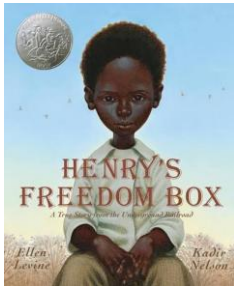
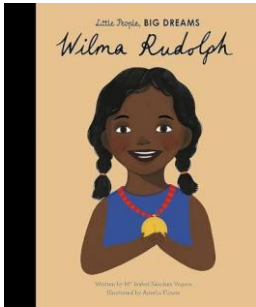
Pupils should be taught to:

Plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas draft and write by:
- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Evaluate and edit by:

	• assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proof-read for spelling and punctuation errors • read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
Vocabulary, punctuation and grammar 	Pupils should be taught to: Develop their understanding of the concepts set out in English Appendix 2 by: • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • using the present perfect form of verbs in contrast to the past tense • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause • using fronted adverbials Learning the grammar for years 3 and 4 in English Appendix 2 indicate grammatical and other features by: • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with plural nouns • using and punctuating direct speech Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.
Spelling 	Spelling (see English Appendix 1). Pupils should be taught to: • use further prefixes and suffixes and understand how to add them (English Appendix 1) • spell further homophones • spell words that are often misspelt (English Appendix 1) • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • use the first two or three letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
Handwriting 	Focus on using handwriting practice to support learning across the wider curriculum while continuing to develop pupils' fluency, consistency and control. The module promotes meaningful links with a range of subjects, including English, maths, science, geography and modern foreign languages such as French and Spanish. Making these cross-curricular links enables pupils to apply the handwriting skills they have learned in real and purposeful contexts, adding depth to the curriculum and strengthening overall accuracy. Through regular, structured practice, learners continue to refine fluent, legible and consistent handwriting. By the end of this module, pupils should be well prepared to meet the expectations of upper KS2, where greater handwriting quality, speed and stamina are required.

YEAR 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing Focus Books 	Text: The Midnight Fair by Gideon Sterer  Outcome: Trespass Narrative Purpose: To narrate	Text: The Lost Thing by Shaun Tan  Outcome: Return Narrative Purpose: To narrate	Text: Milo Imagines the World by Matt de la Peña  Outcome: Diary Purpose: To recount	Text: Wild is the Wind by Grahame Baker-Smith  Smith Outcome: Journey Narrative Purpose: To narrate	Text: Henry's Freedom Box by Ellen Levine  Outcome: Diary Entry Purpose: To recount	Text: Greta and the Giants by Zoe Tucker  Outcome: Restoring the Environment Narrative Purpose: To narrate
	Text: I Go Quiet by David Quimet  Outcome: Diary Purpose: To recount	Text: The New Girl by Nicola Davies  Outcome: Letter Purpose: To recount	Text: A Shelter for Sadness by Anne Booth  Outcome: Embracing Emotions Narrative Purpose: To narrate	Text: A Stage full of Shakespeare Stories by Angela McAllister  Outcome: Persuasive Letter Purpose: To persuade	Text: Henry's Freedom Box by Ellen Levine  Outcome: Biography Purpose: To recount	Text: Wilma Rudolph by Maria Sanchez-Vegara  Outcome: Gratitude Speech Purpose: To inform

Guided Reading Texts 	Narratives Based on Famous Poems - The Highwayman - The Raven Movies - Top Grossing Movies British Mythology - Giants at War - The Green Man	Space - Dragon Roars into Space - The Moon Eco-Global Warming - Dear Humans Formal Letter Christmas - The Yule Lads [Door Sniffer] - Gift of the Magi	A Kind of Magic - A Kind of Magic - Enchantment - The Creature - The Magic of Merlin Sci-Fi - The Depths - Transformation	Cartoons - Cartoon Characters - Important People Animals - Extreme Survivors - Rewilding Britain Shakespeare - William Shakespeare - The Globe Theatre	The Blue Dragon - Chapter 1 - Chapter 2 Migration - Human Migration - Different Types of Migration World War II - Evacuee Letter - Diary of a Soldier	Prediction Focus - The Cup Final - The Magician Letters - Thank You Letter - Letter of Application Cornwall - Cornwall - Castles
Other texts 	A variety of age-appropriate fiction, non-fiction and poetry are covered throughout the year. Secrets of the Sun King (Emma Carroll) The Outlaw (Michael Morpurgo) Oranges in No Man’s Land (Elizabeth Laird)					
Poetry focus 	The Highwayman Alfed Noyes/The Highway Rat (Julia Donaldson)				The Raven (Edgar Allen Poe)	
Speaking and Listening 	See whole school progression for Speaking & Listening					
Word Reading 	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.					

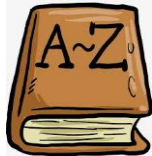
Reading



Maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
 - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - asking questions to improve their understanding
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
 - identifying how language, structure and presentation contribute to meaning
 - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
 - distinguish between statements of fact and opinion
 - retrieve, record and present information from non-fiction

Priority content domains for Year 5

								
Vocabulary	Retrieval	Inference	Prediction	Sequencing	Point and Justify	Compare	Word Choice	Summarise

Writing Composition



Pupils should be taught to:

Plan their writing by:

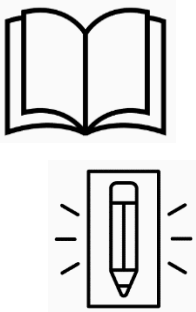
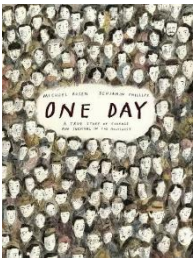
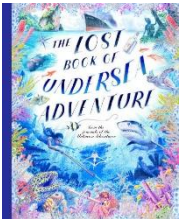
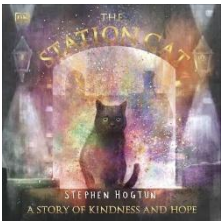
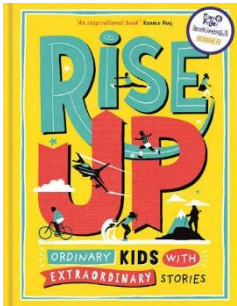
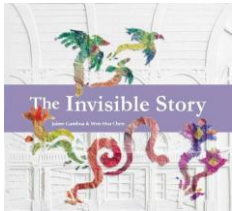
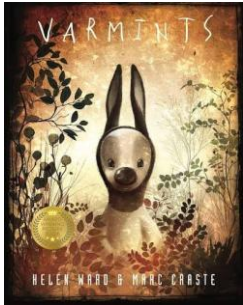
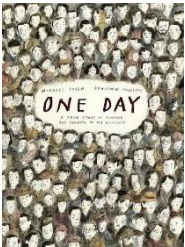
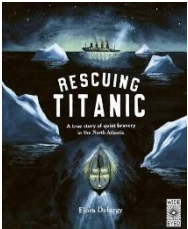
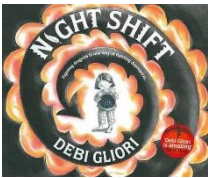
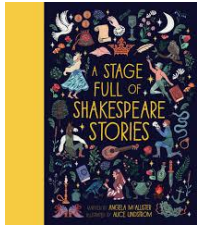
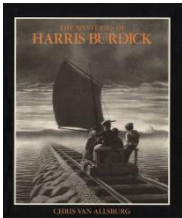
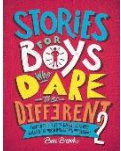
- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

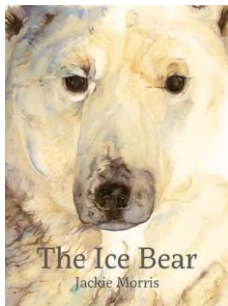
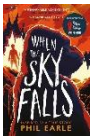
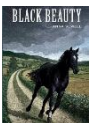
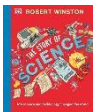
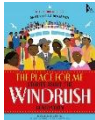
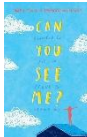
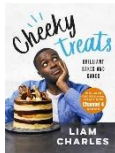
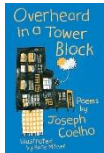
Draft and write by:

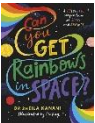
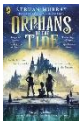
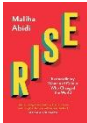
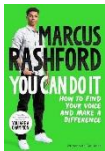
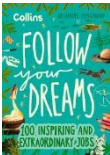
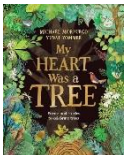
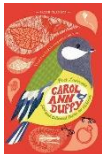
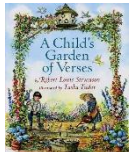
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

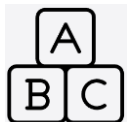
	• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précising longer passages • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] Evaluate and edit by: • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proof-read for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Vocabulary, punctuation and grammar 	Pupils should be taught to: Develop their understanding of the concepts set out in English Appendix 2 by: • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • using passive verbs to affect the presentation of information in a sentence • using the perfect form of verbs to mark relationships of time and cause • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility • using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun • learning the grammar for years 5 and 6 in English Appendix 2 Indicate grammatical and other features by: • using commas to clarify meaning or avoid ambiguity in writing • using hyphens to avoid ambiguity • using brackets, dashes or commas to indicate parenthesis • using semi-colons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list • punctuating bullet points consistently Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading
Spelling 	Spelling (see English Appendix 1) Pupils should be taught to: • use further prefixes and suffixes and understand the guidance for adding them • spell some words with 'silent' letters [for example, knight, psalm, solemn] • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 • use dictionaries to check the spelling and meaning of words

	• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus
Handwriting 	Continue to strengthen pupils' ability to combine fluent cursive handwriting with learning across a broad range of curriculum subjects. Throughout this module, learners have extensive opportunities to develop the stamina required to write at length, while maintaining accurate spelling and punctuation. Using Letter-join's wide range of resources, pupils work towards producing consistently neat, legible and well-presented handwriting in every subject area. By the end of Module 6, children should be able to produce cursive handwriting automatically, enabling them to focus fully on the content and quality of their ideas rather than the physical process of writing.

YEAR 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing Focus Books 	Text: One Day by Michael Rosen  Outcome: Diary Purpose: To Recount	Text: The Lost Book of Undersea Adventure by Teddy Keen  Outcome: Underwater Adventure Narrative Purpose: To narrate	Text: The Station Cat by Stephen Hogtun  Outcome: Restoring Happiness Narrative Purpose: To narrate	Text: Rise Up by Amand Li  Outcome: Newspaper Report Purpose: To Report	Text: The Invisible Story by Jaime Gamboa  Outcome: First-person narrative Purpose: To narrate	Text: Varmints by Helen Ward  Outcome: Environmental Change Narrative Purpose: To narrate
	Text: One Day by Michael Rosen  Outcome: Letter Purpose: To describe	Text: Rescuing Titanic by Flora Delargy  Outcome: Survivor's Letter Home Purpose: To inform	Text: Night Shift by Debi Gliori  Outcome: Journal Purpose: To recount	Text: A Stage full of Shakespeare Stories by Angela McAllister  Outcome: Diary Purpose: To recount	Text: The Mysteries of Harris Burdick by Chris Van Allsburg  Outcome: Private Investigator Report	Text: Stories for Boys who Dare to be Different 2 by Ben Brooks Text: Good Night Stories for Rebel Girls 2 by Elena Favilli and Francesca Cavallo  

				Text: The Ice Bear by Jackie Morris  Outcome: Myth Narrative Purpose: To narrate	Purpose: To report	Outcome: Daily Blog Purpose: To inform
Guided Reading Texts 	<u>Narrative:</u> When the Sky Falls by Phil Earle  Safiyyah's War by Hiba Noor Khan  Refugee By Alan Gratz  <u>Non-Fiction:</u> <u>Diary</u> The Diary of a Young Girl by Ann Frank 	<u>Narrative:</u> The Wolves of Willoughby Chase by Joan Aiken  Black Beauty by Anna Sewell  Darwin's Dragons by Lindsay Galvin  <u>Non- Fiction:</u> <u>Information Text</u> The Story of Science by Robert Winston 	<u>Narrative:</u> Asha and the Spirit Bird by Jasbinder Bilan  <u>Non-Fiction:</u> <u>Biographical Anthology</u> The Place For Me: Stories about the Windrush Generation  <u>Poetry:</u> On the Move: Poems about Migration by Michael Rosen  <u>Narrative:</u> The House with Chicken Legs by Sophie Anderson 	<u>Narrative:</u> The Island at the End of Everything by Kieran Millwood Hargrave  The Boy in the Tower by Polly Ho-Yen  <u>Non-Fiction:</u> <u>Diary</u> Can You See Me? By Libby Scott and Rebecca Westcott 	<u>Non Fiction:</u> <u>Book Reviews</u> The Reading Adventure by Katherin Ahmed  <u>Instructional Writing and Recipes</u> Cheeky Treats: Brilliant Bakes and Cakes by Liam Charles  <u>Recounts</u> Survivors by David Long 	<u>Poetry:</u> The Final Year by Matt Goodfellow  Overheard in a Tower Block by Joseph Coelho  Everyone Sang by William Sieghart  A Poem for Every Summer Day by Allie Esiri 

	Poetry: Digging for Victory by Cathy Faulkner  Poems from the Second World War by Gaby Morgan 	<u>Biographical</u> Women in Science by Rachel Ignotofsky  <u>Information Text</u> Can you get Rainbows in Space? by Dr Sheila Kanani 	Grimm's Fairy Tales by Jacob Wilhelm Grimm  Orphans of the Tide by Struan Murray 	<u>Biographical Information</u> Rise: Extraordinary Women of Colour Who Changes the World by Maliha Abidi  <u>Motivational/Self-help Guide</u> Marcus Rashford: You Can Do It by Marcus Rashford and Carl Anka  <u>General Information and Careers Guidance</u> Follow Your Dreams: 100 Inspiring and Extraordinary Jobs by Katherin Mengardon 	<u>Poetry:</u> Stars with Flaming Tails by Valerie Bloom  My Heart was a Tree by Michael Morpurgo  Out There in the Wild by Nicola Davies, James Carter and Dom Conklin 	New and Collected Poems for Children by Carol Ann Duffy  A Child's Garden of Verses by Robert Louis Stevenson 
Other texts 	A variety of age-appropriate fiction, non-fiction and poetry are covered throughout the year. Wonder (R.J. Palacio) Millions (Frank Cottrell Boyce) Holes (Louis Sachar)					
Speaking and Listening 	See whole school progression for Speaking & Listening					

Word Reading

- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

Reading

Maintain positive attitudes to reading and understanding of what they read by:

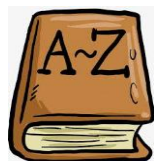
- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader:

- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- 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
- 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
- provide reasoned justifications for their views

Priority content domains for Year 6

	Vocabulary Retrieval Inference Prediction Sequencing Point and Justify Compare Word Choice Summarise
Writing Composition 	Pupils should be taught to plan their writing by: - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed Draft and write by: - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - precising longer passages - using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] Evaluate and edit by: - assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensuring the consistent and correct use of tense throughout a piece of writing - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register - proof-read for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Vocabulary, punctuation and grammar 	Pupils should be taught to: Develop their understanding of the concepts set out in English Appendix 2 by: - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms - using passive verbs to affect the presentation of information in a sentence - using the perfect form of verbs to mark relationships of time and cause - using expanded noun phrases to convey complicated information concisely - using modal verbs or adverbs to indicate degrees of possibility - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun - learning the grammar for years 5 and 6 in English Appendix 2

	Indicate grammatical and other features by: • using commas to clarify meaning or avoid ambiguity in writing • using hyphens to avoid ambiguity • using brackets, dashes or commas to indicate parenthesis • using semi-colons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list • punctuating bullet points consistently Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.
Spelling 	Spelling (see English Appendix 1) Pupils should be taught to: • use further prefixes and suffixes and understand the guidance for adding them • spell some words with 'silent' letters [for example, knight, psalm, solemn] • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 • use dictionaries to check the spelling and meaning of words • use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus
Handwriting 	Pupils should be taught to: • write legibly, fluently and with increasing speed by: • using cursive writing, including leads ons and lead offs, to form their own style. choosing the writing implement that is best suited for a task. Learners consolidate the stamina and skills required to write at length with accurate spelling and punctuation. As pupils write with increasing automaticity, they begin to develop a more personal handwriting style while maintaining legibility and consistency. They learn to vary their writing speed and level of neatness depending on the task, understanding when quick, efficient handwriting is appropriate and when a polished final piece is required.

Progression Documents

Reading

Reading (word reading)	EYFS	KEY STAGE ONE	
	Three- and Four-Year-Olds Reception Early Learning Goals	Year 1	Year 2
	(Development Matters: Literacy) Develop their phonological awareness so that they can: - spot and suggest rhymes - count or clap syllables - recognise words with the same initial sound, such as mummy and money Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few common exception words. Say a sound for each letter in the alphabet and at least 10 digraphs.	To apply phonic knowledge and skills as the route to decode words. To blend sounds in unfamiliar words using the GPCs they have been taught. To respond speedily, giving the correct sound to grapheme for all of the 40+ phonemes. To read words containing taught GPCs. To read words containing -s, -es, -ing, -ed, and -est endings. To read words with contractions, e.g. I'm, I'll and we'll. To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words. To reread texts to build up fluency and confidence in word reading.	To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognizing alternative sounds for graphemes. To accurately read most words of two or more syllables. To read most common exception suffixes.* To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in words. To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. To reread these books to build up fluency and confidence in word reading.

Read words consistent with their phonic knowledge by sound-blending.

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Read a few common exception words matched to the school's phonic programme (Read Write Inc.)

To read some common irregular words.

(Development matters: Literacy)

Understand the five key concepts about print:

- print has meaning
- the names of different parts of a book
- print can have different purposes
- page sequencing
- we read English from left to right and from top to bottom

Blend sounds into words, so that they can read short words made up of letter-sound correspondences and, where necessary, a few common exception words,

Reread books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

To read words accurately and fluently without overt sounding out and blending, e.g. at over 90 words per minute, in age appropriate texts.

	KEY STAGE TWO			
	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	Read books at an age-appropriate interest level. Use knowledge of root words to understand meanings of words. Use prefixes to understand meanings e.g. un-,dis-, mis-, re-, pre-, im-, in-. Use suffixes to understand meanings e.g. -ly, -ous. Read and understand words from the Year 3 list (selected from the statutory Year 3/4 word list) Listen to and discuss a range of fiction, poetry, plays and non-fiction, e.g. fables, fairy tales, classic poetry, shape poetry, nonchronological reports, explanations. Regularly listen to whole novels read aloud by the teacher. Read a range of non-fiction texts, e.g. information, discussion, explanation, biography and persuasion. Read books and texts for a range of purposes e.g. enjoyment, research, skills development, reference. Sequence and discuss the main events in stories.	Read books at an age-appropriate interest level. Use knowledge of root words to understand meanings of words. Use prefixes to understand meanings e.g. in-, ir-, sub-, inter- super-, anti-, auto-. Use suffixes to understand meanings e.g. -ation, -tion, -ssion, -cian, -sion. Read and understand words from the Year 4 list (selected from the statutory Year 3/4 word list) Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms e.g. fairy tales, folk tales, classic poetry, kennings, advertisements, formal speeches, magazines, electronic texts. Regularly listen to whole novels read aloud by the teacher. Read books and texts, which are structured in different ways, for a range of purposes and respond in a variety of ways.	Read books at an age-appropriate interest level. Use knowledge of root words to understand meanings of words. Apply knowledge of prefixes to understand meaning of new words, e.g. dis-, re-, pre-, mis-, over-. Use suffixes to understand meanings e.g. -ant, -ance, -ancy, -ent, ence, -ency, -ible, -able, -ibly, -ably. Read and understand words from the Year 5 list (selected from the statutory Year 5/6 word list) Listen to and discuss a range of fiction, poetry and non-fiction which they might not choose to read themselves. Regularly listen to whole novels read aloud by the teacher from an increasing range of authors. Explore themes within and across texts e.g. loss, heroism, friendship. Make comparisons within a text e.g. characters' viewpoints of same events. Recommend books to their peers with reasons for choices.	Read books at an age-appropriate interest level. Work out unfamiliar words by focusing on all letters in the word, e.g. not reading invitation for imitation. Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. un+happy+ness, dis+repute+able, dis+respect+ful, re+engage+ment. Use suffixes to understand meanings e.g. -cious, -tious, -tial, -cial. Read and understand words from the Year 6 list (selected from the statutory Year 5/6 word list) Use etymology to help the pronunciation of new words e.g. chef, chalet, machine, brochure – French in origin. Listen to, read and discuss an increasingly wide range of fiction, poetry, plays and nonfiction. Regularly listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves.

	Identify and discuss themes e.g. good over evil, weak and strong, wise and foolish, mean and generous, rich and poor. Identify and discuss conventions e.g. numbers three and seven in fairy tales, magical sentence repeated several times.		Read books and texts that are structured in different ways for a range of purposes. Express preferences about a wider range of books including modern fiction, traditional stories, myths and legends.	Independently read longer texts with sustained stamina and interest. Recommend books to their peers with detailed reasons for their opinions. Express preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures.
--	--	--	---	---

Reading Comprehension	EYFS	KS1	
	Three- and Four-Year-Olds Reception Early Learning Goals	Year 1	Year 2
	(Development Matters: Literacy) Engage in extended conversations about stories, learning new vocabulary) (Development Matters: Communication and Language) Enjoy listening to longer stories and can remember much of what happens. Understand 'why' questions, like "Why do you think the caterpillar got so fat?" Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.	To check that a text makes sense to them as they read and to self-correct. 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 experiences. To retell familiar stories in increasing detail. To join in with discussions about a text, taking turns and listening to what others say. To discuss the significance of titles and events.	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. 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 understanding and expressing their views.

	Listen to and talk about stories to build up familiarity and understanding. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Demonstrate understanding of what has been read to them by re-telling stories and narratives (Development Matters: Communication and Language) Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions. Compare and contrast characters from stories, including figures from the past. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Offer explanations for what things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Anticipate (where appropriate) key events in stories. Demonstrate understanding of what has been read to them by retelling stories and narratives	To discuss word meaning and link new meanings to those already known. To begin to make simple inferences. To predict what might happen on the basis of what has been read so far.	To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. To discuss sequences of events in books and how items of information are related. To recognise simple recurring literary language in stories and poetry. To ask and answer questions about a text. To make links between the text they are reading and other texts they have read (in texts that they can read independently). To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases. To make inferences on the basis of what is being said and done. To predict what might happen on the basis of what has been read so far in a text.
--	---	--	--

using their own words and recently introduced vocabulary.

(Development Matters: Communication and Language)

Use a wider range of vocabulary.

Engage in extended conversations about stories, learning new vocabulary.

Learn new vocabulary.

Use new vocabulary throughout the day.

Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.

Use new vocabulary in different contexts.

Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poetry when appropriate.

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

	(Development Matters: Communication and Language) Understand ‘why’ questions, like “Why do you think the caterpillar got so fat?”. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poetry when appropriate. Anticipate (where appropriate) key events in stories.			
	KEY STAGE TWO			
	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	Identify, discuss and collect favourite words and phrases which capture the reader’s interest and imagination. Explain the meaning of unfamiliar words by using the context. Use dictionaries to check meanings of words they have read. Use intonation, tone and volume when reading aloud. Take note of punctuation when reading aloud. Discuss their understanding of the text.	Identify, discuss and collect effective words and phrases which capture the reader’s interest and imagination e.g. metaphors, similes. Explain the meaning of key vocabulary within the context of the text. Use dictionaries to check meanings of words in the texts that they read. Use punctuation to determine intonation and expression when reading aloud to a range of audiences. Make predictions based on information stated and implied.	Explain the meaning of words within the context of the text. Use punctuation to determine intonation and expression when reading aloud to a range of audiences. Check that the book makes sense to them and demonstrate understanding e.g. through discussion, use of reading journals. Demonstrate active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal. Infer characters’ feelings, thoughts and motives from their actions	Explain the meaning of new vocabulary within the context of the text. Demonstrate active reading strategies e.g. challenging peers with questions, justifying opinions, responding to different viewpoints within a group. Use a reading journal to record on-going reflections and responses to personal reading. Explore texts in groups and deepen comprehension through discussion. Provide reasoned justifications for their views.

	Raise questions during the reading process to deepen understanding e.g. I wonder why the character. Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text. Make predictions based on details stated. Justify responses to the text Discuss the purpose of paragraphs. Identify a key idea in a paragraph. Analyse and evaluate texts looking at language, structure and presentation e.g. persuasive letter, diary and calligram etc.	Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images. Justify responses to the text Identify, analyse and discuss themes e.g. safe and dangerous, just and unjust, origins of the earth, its people and animals. Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text. Identify main ideas drawn from more than one paragraph and summarise these Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning. Recognise and analyse different forms of poetry e.g. haiku, limericks, kennings	and justify inferences with evidence. Predict what might happen from information stated and implied. Through close reading of the text, re-read and read ahead to locate clues to support understanding. Scan for key words and text mark to locate key information. Summarise main ideas drawn from more than one paragraph and identify key details which support this. Justify opinions and elaborate by referring to the text. Explore, recognise and use the terms metaphor, simile, imagery. Explain the effect on the reader of the authors' choice of language. Distinguish between statements of fact or opinion within a text.	Justify opinions and elaborate by referring to the text. Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence Predict what might happen from information stated and implied. Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text. Make comparisons within and across texts e.g. similar events in different books. Compare characters within and across texts. Compare texts written in different periods. Recognise themes within and across texts e.g. hope, peace, fortune, survival. Distinguish between statements of fact or opinion across a range of texts Skim for gist. Scan for key information e.g. identify words and phrases which tell you the character is
--	--	--	---	--

				frustrated, or find words/phrases which suggest that a theme park is exciting. Use a combination of skimming, scanning and close reading across a text to locate specific detail. Explore, recognise and use the terms personification, analogy, style and effect. Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques.
Poetry, Performance and Participation	EYFS		KS1	
	Three- and Four-Year-Olds Reception Early Learning Goals		Year 1	Three- and Four-Year-Olds Reception Early Learning Goals
	(Development Matters: Communication and Language) Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books and be able to tell a long story. (Development Matters: Expressive Arts and Design) Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Remember and sing entire songs.		To recite simple poems by heart.	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.

Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.

Create their own songs or improvise a song around one they know.

Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.

Learn rhymes, poems and songs.

(Development Matters: Expressive Arts and Design)

Sing in a group or on their own, increasingly matching the pitch and following the melody.

Develop storylines in their pretend play.

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Make use of props and materials when role playing characters in narratives and stories.

Invent, adapt and recount narratives and stories with their peers and the teacher.

Perform songs, rhymes, poems and stories with others, and (When appropriate) try to move in time to music.

KEY STAGE TWO

	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	Recognise some different forms of poetry e.g. narrative, calligrams, shape poems. Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action. Orally retell a range of stories, including less familiar fairy stories, fables and folk tales e.g. Grimm's Fairy Tales Participate in discussion about what is read to them and books they have read independently. Develop and agree on rules for effective discussion. Take turns and listen to what others say. Make and respond to contributions in a variety of group situations e.g. whole class, pairs, guided groups	Learn a range of poems by heart and rehearse for performance. Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action. Orally retell a range of stories, including less familiar fairy stories, myths and legends. Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say. Develop, agree on and evaluate rules for effective discussion. Make and respond to contributions in a variety of group situations e.g. whole class, independent reading groups	Learn a wider range of poems by heart. Prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience. 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. Explain and discuss their understanding of what they have read, including through formal presentations and debates. Prepare formal presentations individually or in groups. Use notes to support presentation of information. Respond to questions generated by a presentation. Participate in debates on an issue related to reading (fiction or nonfiction)	Learn a wider range of poems by heart. Prepare poems and play scripts to read aloud and perform using dramatic effects. Participate in discussions about books, building on their own and others' ideas and challenging views courteously. Explain and discuss their understanding of what they have read, including through formal presentations and debates. Prepare formal presentations individually or in groups. Use notes to support presentation of information. Respond to questions generated by a presentation. Participate in debates on issues related to reading (fiction/non-fiction).
Non-Fiction	EYFS		KS1	
	Three- and Four-Year-Olds Reception		Year 1	Three- and Four-Year-Olds Reception

	Early Learning Goals		Early Learning Goals				
	Engage in non-fiction books.		To recognize that non-fiction books are often structured in different ways.				
	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.						
	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poetry when appropriate.						
	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.						
	KEY STAGE TWO						
Year 3		Year 4		Year 5		Year 6	
Prepare for research by identifying what is already known about the subject and key questions to structure the task.		Prepare for research by identifying what is already known about the subject and key questions to structure the task.		Analyse the conventions of different types of writing e.g. use of first person in autobiographies and diaries.		Retrieve, record, make notes and present information from nonfiction, including texts used in other subjects.	
Evaluate how specific information is organised within a non-fiction text e.g. text boxes, contents, bullet points, glossary, diagrams.		Navigate texts ,e.g. using contents and index pages, in order to locate and retrieve information in print and on screen.		Identify how language, structure and presentation contribute to meaning e.g. formal letter, informal diary, persuasive speech.		Analyse the conventions of different types of writing e.g. use of dialogue to indicate geographical and/or historical settings for a story.	
Quickly appraise a text to evaluate usefulness.		Record information from a range of non-fiction texts.				Identify how language, structure and presentation contribute to meaning e.g. persuasive leaflet, balanced argument	
Navigate texts in print and on screen.		Scan for dates, numbers and names.					
Record information from a range of non-fiction texts.		Analyse and evaluate how specific information is organised within a non-fiction text e.g. text boxes,					

		subheadings, contents, bullet points, glossary, diagrams.		
		Explain how paragraphs are used to order or build up ideas, and how they are linked.		

Writing

Transcription: Spelling	EYFS	KEY STAGE ONE	
	Three- and Four-Year-Olds Reception Early Learning Goals	Year 1	Year 2
	(Development Matters: Literacy) Develop their phonological awareness so that they can: - spot and suggest rhymes - count or clap syllables - recognise words with the same initial sound, such as mummy and money (Development Matters: Communication and Language) Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. Develop their pronunciation but may have problems saying some sounds: r, j, th, ch and sh – multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’.	Spelling (see English Appendix 1) To spell words containing each of the 40+ phonemes already taught. To spell Y1 common exception words. To spell the days of the week. To name letters of the alphabet, naming letters in order. To use letter names to distinguish between alternate spellings of the same sound. To add prefixes and suffixes, using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs. To use the prefix -un, using -ing, -ed, -er and -est where no change is needed in the spelling of root	Spelling (see English Appendix 1) To spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. To spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones. To learn to spell common exception words. To learn to spell more words with contracted forms. To learn the possessive apostrophe (singular) for example, the girl’s book, distinguishing between homophones and near homophones. To add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.

	(Development Matters: Literacy) Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter sounds – sound correspondences. Read some letter groups that each represent one sound and say sounds for them Read a few common exception words matched to the school’s phonic programme (Read, Write Inc). Spell words by identifying the sounds and then writing the sound with the letter/s. Literacy ELG: Writing Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.	words (for example, helping, helped, helper, eating, quicker, quickest). To apply simple spelling rules and guidance, as listed in English Appendix 1. To write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	To apply spelling rules and guidance, as listed in English Appendix 1. To write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and pronunciation taught so far.	
	KEY STAGE TWO			
	Year 3	Year 4	Year 5	Year 6
Use further prefixes dis_, mis_, re_, and suffixes _ly, _ous, and understand how to add them. Add suffixes beginning with vowel letters to words of more than one syllable. Spell homophones and near homophones.	Use further prefixes, e.g. in- , im- ir-, sub-, inter-, super-, anti-, auto-. Use further suffixes, e.g. -ation, -tion, -ssion, -cian. Investigate what happens to words ending in f when suffixes are added, e.g. calf/calves.	Investigate verb prefixes e.g. dis-, re-, pre-, mis-, over-. Recognise and spell words ending in – ant, –ance/–ancy, –ent, – ence/–ency. Recognise and spell words ending in –able and –ible.	Identify and use semi-colons within lists. Explore how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark. Explore, collect and use vocabulary typical of formal and informal speech and writing e.g. find out –	

	Spell words containing the /ʌ/ sound spelt ou, e.g. young, touch, double Spell words with endings sounding like /ʒə/ e.g. treasure, enclosure, pleasure. Spell words with endings sounding like or /tʃə/, e.g. creature, furniture, adventure. Spell words with the /ei/ sound spelt ei, eigh, or ey, e.g. vein, weigh, eight, neighbour, they, obey Identify and spell irregular past tense verbs, e.g. send /sent, hear / heard, think/ thought Identify and spell irregular plurals, e.g goose/ geese, woman/women, potato /es Use the first two letters of a word to check its spelling in a dictionary. Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. Spell words from the Year 3 list (selected from the statutory Year 3/4 word list) -	Identify and spell words with the /k/ sound spelt ch (Greek in origin), e.g. scheme, chorus. Identify and spell words with the /ʃ/ sound spelt ch (mostly French in origin), e.g. chef, chalet, machine. Identify and spell words ending with the /g/ sound spelt -gue and the /k/ sound spelt - que (French in origin), e.g. tongue, antique. Identify and spell words with the /s/ sound spelt sc (Latin in origin), e.g. science, scene. Understand how diminutives are formed using e.g. suffix - ette and prefix mini-. Investigate ways in which nouns and adjectives can be made into verbs by the use of suffixes e.g. pollen (noun) and -ate = pollinate (verb). The /ɪ/ sound spelt y elsewhere than at the end of words, e.g. myth, gym, Egypt. Use the first three letters of a word to check its spelling in a dictionary. Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	Recognise and spell words ending in - ably and -ibly. Recognise and spell words with the /i:/ sound spelt ei after c, e.g. deceive, receive. Recognise and spell words containing the letter-string ough. To recognise and spell the suffixes - al,- ary,- ic. To spell further suffixes, e.g. ll in full becoming l. Spell some words with 'silent' letters, e.g. knight, psalm, solemn. To spell unstressed vowels in polysyllabic words. Develop self-checking and proof reading strategies. Spell words that they have not yet been taught by using what they have learnt about how spelling works in English. Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. Use a thesaurus. Spell words from the Year 5 list (selected from the statutory Year	discover, ask for - request, go in - enter. Explore, collect and use question tags typical of informal speech and writing e.g. "He's your friend, isn't he?" Explore, collect and use subjunctive forms for formal speech and writing e.g. If I were able to come to your party, I would; The school requires that all pupils be honest.
--	---	---	---	---

		Explore and use the possessive apostrophe, e.g. boy's books (books belonging to a boy) and boys' books (books belonging to more than one boy). Spell words from the Year 4 list (selected from the statutory Year 3/4 word list)	5/6 word list)	
Handwriting	EYFS	KEY STAGE ONE		
	Three- and Four-Year-Olds Reception Early Learning Goals	Year 1	Year 2	
	(Development Matters: Literacy) Write some letters accurately. Write some or all of their name. (Development Matters: Physical Development) Use one-handed tools and equipment, e.g. making snips in paper with scissors. Use comfortable grip with good control when holding pens and pencils. Start eating independently learning how to use a knife and fork. Show a preference for a dominant hand. (Development Matters: Expressive Arts and Design) Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details.	To sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place. To form capital letters. To form the digits 0-9. To understand which letter belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practice these.	To form lower-case letters of the correct size relative to one another. To start using some of the diagonal and horizontal strokes need to join letters and understand which letters, when adjacent to one another, are best left unjoined. To write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. To use spacing between words that reflects the size of the letters.	

Use drawing to represent ideas like movement or loud noises.

Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.

(Development Matters: Literacy)

Form lower-case and capital letters correctly.

(Development Matters: Physical development)

Develop their small motor skills so that they can use a range of tools competently, safely and confidently, e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

Develop the foundations of a handwriting style which is fast, accurate and efficient.

ELG: Fine Motor Skills

Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

Use a range of small tools, including scissors, paint brushes and cutlery.

Begin to show accuracy when drawing.

ELG: Writing

Write recognisable letters, most of which are correctly formed.

Spell words by identifying sounds in them and representing the sounds with a letter or letters.

Write simple phrases and sentences that can be read by others.

	KEY STAGE TWO			
	Year 3	Year 4	Year 5	Year 6
	Write legibly. Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined	Use a joined style throughout their independent writing. Write with consistency in size and proportion of letters, e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.	As Year 4 and Write fluently using a joined style as appropriate for independent writing. Choose when it is appropriate to print (lower case or upper case) rather than to join writing e.g. printing for labelling a scientific diagram or data, filling in a form, writing an e mail address.	Write, using a joined style, with increasing speed. Choose the writing implement that is best suited for a task e.g. pencil for quick notes, handwriting pen for letters, marker pens for posters.
Composition	EYFS		KEY STAGE ONE	
	Three- and Four-Year-Olds Reception Early Learning Goals		Year 1	Year 2
	(Development Matters: Literacy) Engage in extended conversations about stories, learning new vocabulary. Understand the five key concepts about print: - print has meaning - the names of different parts of a book - print can have different purposes - page sequencing - we read English from left to right and from top to bottom. Use some of their print and letter knowledge in their early writing, e.g. writing a pretend shopping list that starts at the top of the page; writing 'm' for 'mummy'. (Development Matters: Communication and Language) Use longer sentences of four to six words.		To write sentences by saying aloud what they are going to write about. To compose a sentence orally before writing it. To sequence sentences to form short narratives. To re-read what they have written to check that it makes sense. To discuss what they have written with the teacher or other pupils. To read aloud their writing clearly enough to be heard by their peers and the teacher.	To develop positive attitudes towards and stamina by: - writing narratives about personal experiences and those of others (both real and fictional) - writing about real events - writing poetry - writing for different purpose To consider what they are going to write before beginning by: - planning or saying aloud what they are going to write about - writing down ideas and/or key words, including new vocabulary - encapsulating what they want to say, sentence by sentence To make simple additions, revisions and corrections to their own writing by: - evaluating their writing with the teacher

	(Development Matters: Literacy) Write short sentences with words with known sound-letter correspondence using a capital letter and a full stop. Re-read what they have written to check that it makes sense. (Development Matters: Communication and Language) Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Literacy ELG: Writing Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.		and other pupils • re-reading to check that their writing makes sense and that verbs to indicate time are used consistently, including verbs in the continuous form. • Proof-reading to check for errors in spelling, grammar and punctuation, e.g. ends of sentences are punctuated correctly. Read aloud what they have written with appropriate intonation to make their meaning clear.
	KEY STAGE TWO		
	Year 3	Year 4	Year 5

	Read and analyse narrative, non-fiction and poetry in order to plan and write their own versions. Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry. Discuss and record ideas for planning using a range of formats, e.g. chunking a plot, story maps, flow charts, boxing up Create and develop settings for narrative. Create and develop characters for narrative. Improvise, create and write dialogue. Create and develop plots based on a model. Generate and select from vocabulary banks e.g. noun phrases, powerful verbs, technical language, synonyms for said appropriate to text type. Use different sentence structures. Group related material into paragraphs.	Read and analyse narrative, non-fiction and poetry in order to plan their own versions. Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry. Discuss and record ideas for planning e.g. story mountain, text map, non-fiction bridge, story board, boxing-up text types to create a plan. Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense. Plan and write an opening paragraph which combines setting and character/s. Improvise and compose dialogue, demonstrating their understanding of Standard and non-Standard English. Generate and select from vocabulary banks e.g. adverbial phrases, technical language, persuasive phrases, alliteration. Use different sentence structures Use paragraphs to organise writing in fiction and non-fiction texts.	Identify the audience and purpose. Select the appropriate language and structures. Use similar writing models. Note and develop ideas. Draw on reading and research. Think how authors develop characters and settings (in books, films and performances). Select appropriate structure, vocabulary and grammar. Blend action, dialogue and description within and across paragraphs. Use different sentence structures with increasing control. Use devices to build cohesion. Use organisation and presentational devices e.g. underlining, bullet points, headings. Assess the effectiveness of own and others' writing in relation to audience and purpose. Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.	Identify audience and purpose. Choose appropriate text-form and type for all writing. Select the appropriate structure, vocabulary and grammar. Draw on similar writing models, reading and research. Compare how authors develop characters and settings (in books, films and performances). Use a range of planning approaches e.g. storyboard, story mountain, discussion group, post-it notes, ICT story planning. Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact. Select appropriate register for formal and informal purposes, e.g. a speech for a debate (formal), dialogue within narrative (formal or informal), text message to a friend (informal). Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action e.g. Tom stomped into the room, flung down his grubby, school bag and
--	---	---	---	--

	Use headings and sub headings to organise information. Proofread to check for errors in spelling, grammar and punctuation in own and others' writing. Discuss and propose changes with partners and in small groups. Improve writing in the light of evaluation.	Use organisational devices in non-fiction writing, e.g. captions, text boxes, diagram, lists. Link ideas across paragraphs using fronted adverbials for when and where e.g. Several hours later..., Back at home... Proofread to check for errors in spelling, grammar and punctuation. Discuss and propose changes to own and others' writing with partners/small groups. Improve writing in light of evaluation	Ensure consistent and correct use of tense throughout a piece of writing. Ensure consistent subject and verb agreement. Proofread for spelling and punctuation errors.	announced, through gritted teeth, "It's not fair!" Consciously control the use of different sentence structures for effect. Use a wide range of devices to build cohesion within and across paragraphs. Deviate narrative from linear or chronological sequence e.g. flashbacks, simultaneous actions, time-shifts. Combine text-types to create hybrid texts e.g. persuasive speech. Evaluate, select and use a range of organisation and presentational devices to structure text for different purposes and audiences e.g. headings, subheadings, columns, bullet points, tables. Find examples of where authors have broken conventions to achieve specific effects and use similar techniques in own writing – e.g. repeated use of 'and' to convey tedium, one word sentence. Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. rhetorical questions, direct address to the reader.
--	--	--	---	--

				Use active and passive voice to achieve intended effects e.g. formal reports, explanations and mystery narrative. Précis longer passages. Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning. Proofread for grammatical, spelling and punctuation errors.
Vocabulary, Grammar, and Punctuation	Three- and Four-Year-Olds Reception Early Learning Goals	Year 1		Year 2
	Learn new vocabulary Use new vocabulary throughout the day. Use new vocabulary in different contexts. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Develop social phrases.	Develop their understanding of the concepts set out in English Appendix 2 by: - leaving spaces between words - joining words and joining clauses using and - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' - learning the grammar for year 1 in English Appendix 2 Use the grammatical terminology in English Appendix 2 in discussing their writing.		Develop their understanding of the concepts set out in English Appendix 2 by: - learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) - learn how to use: - sentences with different forms: statement, question, exclamation, command - expanded noun phrases to describe and specify [for example, the blue butterfly] - the present and past tenses correctly and consistently including the progressive form

			- subordination (using when, if, that, or because) and co-ordination (using or, and, or but) - the grammar for year 2 in English Appendix 2 - some features of written Standard English Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.	
	KEY STAGE TWO			
	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	Identify clauses in sentences. Explore and identify main and subordinate clauses in complex sentences. Explore, identify and create complex sentences using a range of conjunctions e.g. when, if because, although, while, since, until, before, after, so. Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. Although it was raining, we decided not to take our coats. Identify, select, generate and effectively use prepositions for where e.g. above, below, beneath, within, outside, beyond. Select, generate and effectively use adverbs e.g. suddenly, silently, soon, next, eventually.	Create complex sentences with adverb starters e.g. Silently trudging through the snow, Sam made his way up the mountain. Use commas to mark clauses in complex sentences. Create sentences with fronted adverbials for when e.g. As the clock struck twelve, the soldiers sprang into action. Create sentences with fronted adverbials for where e.g. In the distance, a lone wolf howled. Use commas after fronted adverbials. Identify, select and use determiners including: - articles: a/an, the - demonstratives : this/that; these/those - possessives: my/your/his/her/its/our/their -	Create complex sentences by using relative clauses with relative pronouns who, which, where, whose, when, that e.g. Sam, who had remembered his wellies, was first to jump in the river. The thief broke into the house which stood on the top of the hill. Create complex sentences where the relative pronoun is omitted e.g. Tina, standing at the bus stop, pondered the day ahead. Create and punctuate complex sentences using ed opening clauses e.g. Exhausted from the race, Sam collapsed in a heap. Create and punctuate complex sentences using ing opening clauses, e.g. Grinning with anticipation, Paul launched himself from the diving board.	Manipulate sentences to create particular effects. Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. adverbials such as: on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence. Use devices to build cohesion between paragraphs in narrative e.g. adverbials such as: in the meantime, meanwhile, in due course, until then. Use ellipsis to link ideas between paragraphs. Use repetition of a word or phrase to link ideas between paragraphs. Identify and use semi-colons to mark the boundary between independent clauses e.g. It is raining; I am fed up.

	Use inverted commas to punctuate direct speech (speech marks). Use perfect form of verbs using have and has to indicate a completed action e.g. He has gone out to play (present perfect) instead of he went out to play (simple past). Use the determiner a or an according to whether the next word begins with a consonant or vowel e.g. a rock, an open box. Explore and collect word families e.g. medical, medicine, medicinal, medic, paramedic, medically to extend vocabulary. Explore and collect nouns with prefixes super, anti, auto.	quantifiers: some, any, no, many, much, every Use inverted commas and other punctuation to indicate direct speech e.g. The tour guide announced, "Be back here at four o' clock." Identify, select and effectively use pronouns. Use nouns for precision, e.g. burglar rather than man, bungalow rather than house. Explore, identify, collect and use noun phrases e.g. the crumbly cookie with tasty marshmallow pieces. Explore, identify and use Standard English verb inflections for writing e.g. We were instead of we was. I was instead of I were, I did instead of I done. She saw it instead of she seen it. Use apostrophes for singular and plural possession e.g. the dog's bone and the dogs' bones.	Create and punctuate sentences using simile starters, e.g. Like a fish out of water, she conversed awkwardly with the other guests. Demarcate complex sentences using commas in order to clarify meaning. Use commas to avoid ambiguity, e.g. 'Let's eat Grandma.' and 'Let's eat, Grandma.' Identify and use commas to indicate parenthesis, e.g. The house, lonely and abandoned, teetered on the edge of the cliff. Identify and use brackets to indicate parenthesis, e.g. in formal writing: The Cheetah (<i>Acinonyx jubatus</i>) inhabits open grassland in Africa. Identify and use dashes to indicate parenthesis, e.g. in less formal writing: The cake was lovely – delicious in fact – so I had another slice. Link ideas across paragraphs using adverbials for time, place and numbers e.g. later, nearby, secondly. Use devices to build cohesion within a paragraph e.g. firstly, then, presently, this, subsequently. Use expanded noun phrases to convey complicated information	Investigate and collect a range of synonyms and antonyms e.g. mischievous, wicked, evil, impish, spiteful, well-behaved. Identify the subject and object of a sentence. Explore and investigate active and passive e.g. I broke the window in the greenhouse versus the window in the greenhouse was broken. Explore, collect and use examples of the perfect form of verbs to mark relationships of time and cause e.g. I had eaten lunch when you came (past perfect); She has eaten lunch already or I have eaten lunch already (present perfect); I will have eaten lunch by then (future perfect). Punctuate bullet points consistently. Identify and use colons to introduce a list.
--	---	--	---	--

			concisely, e.g. carnivorous predators with surprisingly weak jaws and small teeth. Explore, collect and use modal verbs to indicate degrees of possibility e.g. might, could, shall, will, must. Explore, collect and use adverbs to indicate degrees of possibility e.g. surely, perhaps, maybe, definitely, alternatively, certainly, probably. Use suffixes –ate, -ise, -ify to convert nouns and adjectives into verbs. Investigate verb prefixes e.g. dis-, de-, re-, pre-, mis-, over-	
--	--	--	---	--

Speaking and Listening

EYFS	KEY STAGE ONE	
Three- and Four-Year-Olds Reception Early Learning Goals	Year 1	Year 2
To use gesture to support meaning in play. To speak audibly so they can be heard and understood. To use talk in play to practice new vocabulary. To join phrases with words such as 'if', 'because', 'so', 'could', 'but'. To ask questions Wonder about ideas	Use body language to show listening. Experiment with adjusting tone, volume and pace. Use vocabulary specific to the topic. Take opportunities to try out new language. Use conjunctions to organise and sequence ideas. Use sentence stems to link to others ideas in group discussion. Offer reasons for opinions.	Use body language to show listening. Show ability in adjusting tone, volume and pace. Use more complex vocabulary specific to the topic. Recognise and take opportunities to try out new language. Use a range of conjunctions to organise and sequence ideas.

Describe events that have happened to them. Listen attentively in a pair or small group. Take turns to speak with a partner independently.	Explain ideas and events in chronological order. Ask a question when they have not understood. Listen carefully to others. Participate in group discussions.	Use sentence stems to link to others ideas in group discussion. Offer reasons for opinions and when disagreeing with someone, be polite. Explain ideas and events in chronological order. Ask a question when they have not understood. Listen carefully to others. Participate in group discussions, independently of an adult.
--	---	---

KEY STAGE TWO

Year 3	Year 4	Year 5	Year 6
Engage in discussions, making relevant points. Use vocabulary that is appropriate to the topic being discussed or the audience that is listening. Use interesting adjectives in discussion. Use a mixture of sentence lengths to add interest to discussions and explanations. Use intonation to emphasise grammar and punctuation when reading aloud. Bring stories to life with expression and intonation. Make relevant comments or ask questions in a discussion or a debate. Seek clarification by actively seeking to understand others' points of view.	Ask for specific additional information to clarify. Use interesting adverbial phrases and expanded noun phrases in discussion. Explain a project or concept to a group of peers. Explain and develop ideas across the curriculum. Reflect on the effectiveness of the explanation. Respond appropriately when in role including basic improvisation. Respectfully challenge opinions or points, offering an alternative. Vary language between formal and informal according to the situation..	Understand how to answer questions that require more than a yes/no or single sentence response. Demonstrate active listening by justifying ideas or expanding on the ideas of others. Recognise and explain some idioms. Use adventurous and sophisticated vocabulary. Explain the meaning of words, offering alternatives. Vary the length and structure of sentences. Ask questions and make suggestions to take an active part in discussions. Present an idea, topic or explanation to a group of peers. Expand and justify ideas across the curriculum.	Understand the meaning of some phrases beyond the literal interpretation. Use a wide range of phrases that include determiners, modifiers and other techniques to add extra interest and clarity. Reflect on the effectiveness of the explanation, expansion and justification. Comment on the grammatical structure of a range of spoken and written accounts. Interweave action, character descriptions, settings and dialogue in a performance. Perform in improvised role play, group or class performances considering the effectiveness of delivery Offer alternative explanations when others don't understand.

		Narrate detailed and exciting stories. Use the conventions and structure appropriate to the type of story or presentation (fiction and nonfiction). Debate, using relevant details to support points.	Add humour to a discussion or debate where appropriate. Select appropriate language in a range of situations (formal or informal).
--	--	--	--

Vocabulary is VITAL

Valued	We value vocabulary in every subject and it underpins everything we do.
Identified	Vocabulary across subjects is identified by Subject Leaders and is explicitly planned for. Vocabulary is identified in each text within lessons
Taught	Vocabulary is explicitly taught in every lesson: exploiting grammar opportunities, word classes, context, definitions, synonyms and antonyms.
Applied	Once vocabulary is taught, it is applied. Children apply their vocabulary in their speaking and listening, writing and assessment outcomes.
Learned	Vocabulary is revisited and relearned. Vocabulary sticks in the children's long-term memory.

EYFS

Through an **'explosion of experiences'**, our youngest readers, writers, speakers and listeners are exposed to the foundations of their English learning. Carefully planned English experiences are provided for our children. High quality lessons, stories and rhymes and continuous provision in EYFS provides the building blocks for our St Mary's English students. Vocabulary is planned for and staff ensure children are exposed to the correct terminology when exploring experiences that have links with reading, writing, speaking and listening. Staff are role models in demonstrating vocabulary and this is further enhanced in our excellent provision. The foundations of English learning in EYFS is linked to Year 1 and beyond.

Implementation

Both staff and children are enthusiastic about English. Through ongoing CPD, we strive to ensure our teachers have expert knowledge of the English they teach. Our pedagogy is firmly based upon our curriculum intent of embedding concepts into long-term memory so that they are able to be recalled and to ensure substantive and disciplinary knowledge and skills can be applied fluently.

Our teaching model ensures that lessons are effectively sequenced so that new knowledge and skills build on what has been taught before and towards defined end points.

Every area of English has a St Mary's structure to ensure there is consistency across school. All pedagogical structures are based on research and what our children need.

Phonics and Early Reading – Read Write Inc Phonics

Writing – The majority of our classes use The Write Stuff approach to Writing, adapted to suit our context, cohorts and lesson structure. This is done through the three steps of 'Initiate' where children develop their understanding of the text, build their vocabulary and explore the structure, 'Model' in which the teacher gives clear instruction of what it should look like and how to structure it through their own examples and 'Enable' when the children are able to write their own sentences independently.

In Years 1, 5 and 6 we are piloting the Literacy Counts approach to Writing, in line with the All Saints Trust Primary Schools. **Ready Steady Write** empowers teachers to provide high-quality teaching of writing through high-quality

literature. These detailed units of work centre on engaging, vocabulary-rich texts, with a wealth of writing opportunities within and across the curriculum. They provide:

- Clear sequential Episodes of Learning
- Vocabulary learning and contextualised spelling, grammar and punctuation
- Wider reading for the wider curriculum
- Example Texts linked to writing outcomes
- A wealth of supporting resource

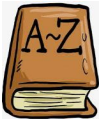
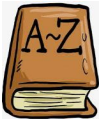
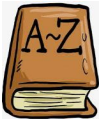
Our English curriculum is developed around a sequence of high-quality age-appropriate texts, using Literacy Count's **Ready Steady Write** units of learning. We use each book to create opportunities to:

- develop grammar and punctuation knowledge and understanding to use and apply across the wider curriculum, through sentence accuracy sessions;
- explore the Writing structure and features of different genres, identifying the purpose and audience;
- plan and write an initial piece of Writing with a clear context and purpose before evaluating the effectiveness of Writing by editing and redrafting.

Guided Reading – In Years 2 to 5, using Literacy Shed Age and Stage Appropriate Texts, Reading is progressive and develops skills across the week. In the three Guided Reading lessons, lesson one starts with children exploring the text and getting to know new vocabulary and definitions. They are able to practice reading their own oracy skills and build fluency through echo and choral reading. In the following lessons, comprehension skills are built upon using the domains of Vocabulary, Inference, Prediction, Explanation, Retrieval, Sequence and Summary. Through explicit modelling, paired and shared work and independent practice, the children build their skills across a range of text types. In Year 6, we are piloting the Literacy Counts Ready Steady Read Together resources, through a St Mary's style approach and lesson structure.

English lessons are carefully linked with other curriculum subjects to enhance learning in all subjects and to avoid cognitive overload. Our lessons are scaffolded to ensure that all learners have access to a full English curriculum. If appropriate, these lessons are modified to meet the needs to the individual.

Lesson Structure

Guided Reading																										
Review	- Children to review and revisit their reading from the previous lesson - Teacher to give feedback - Opportunities to edit																									
Vocabulary	- Vocabulary is explicitly taught - Word classes and grammar explored - Dictionary definition and using the word in context - Synonyms and antonyms																									
Read the text	- A range of fluency strategies are used, including: - Choral reading - Echo reading - Productive deletion - Teacher model - Jump-in reading - Partner reading - Vocabulary is referred to in context																									
Teacher model	Using our Guided reading symbols (content domains), the teacher models answering questions explicitly <table border="1"> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td>Vocabulary</td><td>Retrieval</td><td>Inference</td><td>Prediction</td><td>Sequencing</td><td>Point and Justify</td><td>Compare</td><td>Word Choice</td><td>Summarise</td></tr> </table>																	Vocabulary	Retrieval	Inference	Prediction	Sequencing	Point and Justify	Compare	Word Choice	Summarise
																										
Vocabulary	Retrieval	Inference	Prediction	Sequencing	Point and Justify	Compare	Word Choice	Summarise																		
Task	Using the same content domains as modelled by the teacher, the children then complete their task based on the text																									
Plenary	Answers are shared, celebrated and edited																									

Writing lesson structure	
Explore	- Looking at great examples of the writing outcome - Gathering appropriate vocabulary to include in my writing, through shades of meaning - Understanding the purpose and audience as well as the formality - Lots of speaking and listening opportunities
Practise	- Grammar and punctuation taught - Sentence structure and sentence types taught - Writing chunked into three sections - Whiteboard/ideas side and writing side
Compose	- I will use the whiteboard side and writing side to help me produce a piece of writing - I will edit and improve this writing using my purple pen - I will then follow a success criteria, including the skills I have been taught to compose a piece of writing - I will edit and improve this piece of writing then redraft in my 'Time to Shine' book

Impact

We understand that we may not see the true impact of our English curriculum on our children as our English curriculum is just the beginning of a lifetime of learning.

Our well-constructed and well-taught English curriculum leads to great outcomes. At St Mary's, our philosophy is that broad and balanced leads to great outcomes and meeting end points at the end of each key stage. National assessments are useful indicators of the outcomes our children achieve.

We ensure all groups of children are given the knowledge and cultural capital they need to succeed in life. We strive to ensure that our children are equipped with the skills (through a growth mindset approach) to fluently be able to retrieve key facts from their semantic memory.

The quality of our children's work, at every stage, is of a high standard. All learning is built towards an end point and at each stage of their education, we prepare our children for the next stage.

We ensure all our children are fluent in reading, writing and speaking to a stage appropriate level.

The impact of St Mary's English curriculum is measured through the following:

- Assessment
- National test data
- Pupil voice
- Progress evident in children's books and record of experiences
- Seeking views of parents where appropriate.

