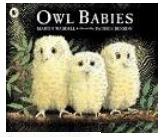
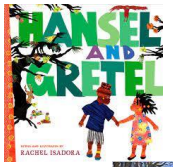
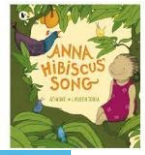
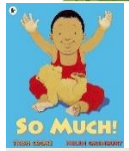
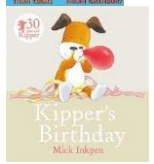
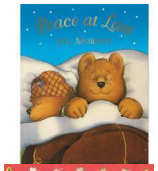
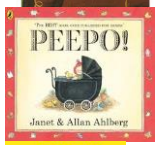
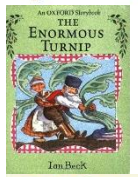
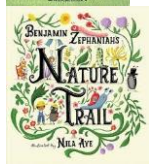
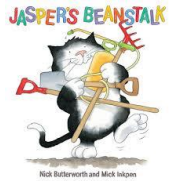
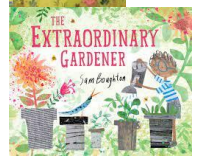
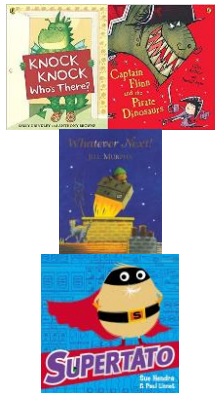
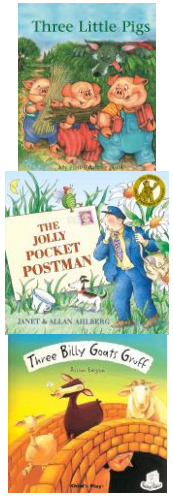
Knowledge and Skills Progression Map : English Reading and Writing

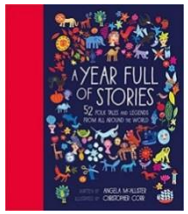
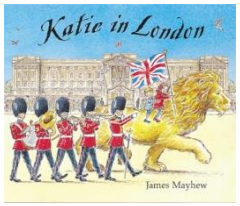
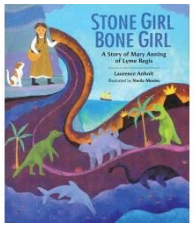
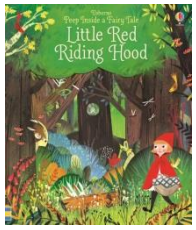
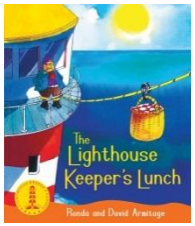
EYFS						
Literacy						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Texts Cycle 1	**Core Texts:** **1. Owl Babies** **2. We're Going on a Bear Hunt** **3. The Leopard's Drum**  	**Core Texts:** **1. Hansel and Gretel** **2. Goldilocks and the Three Bears** **2. Stick Man**  	**Core Texts:** **1. Anna Hibiscus Song** **2. So Much** **3. Kipper's Birthday**   	**Core Texts:** **1. Peace at Last** **2. Peepo** **3. Ruby's Worries**   	**Core Texts:** **1. The Very Hungry Caterpillar** **2. The Enormous Turnip** **3. Nature Trail**  	**Core Texts:** **1. Jasper's Beanstalk** **2. Jack and the Beanstalk** **3. The Extraordinary Garden**  
Core Texts Cycle 2	**Core Texts:**	**Core Texts:** **1. The Best Diwali Ever**	**Core Texts:** **1. Rapunzel**	**Core Texts:** **1. Knock Knock Who's There? (N) / Captain**	**Core Texts:** **1. The Three Little Pigs** **2. The Jolly Postman**	**Core Texts:** **1. Tidy**

	1. **Baby Goes to Market (N)/ Lima's Red Hot Chilli ®** 2. **Handa's Surprise** 3. **Room on the Broom** 	2. **The Gingerbread Man** 3. **The Christmas Story** 	2. **The Princess and the Pea** 3. **George and the Dragon (N)/ The Worst Princess (R)** 4. **Supertato** 	**Flinn and the Pirate Dinosaurs (R)** 2. **Whatever Next!** 3. **Supertato** 	3. **Three Billy Goats Gruff** 	2. **The Shopping Basket** 3. **Through my Window**
Literacy Outcomes: Reading Comprehension (For progression in word reading see phonics progression below)	<u>Reading</u> Pre : To show interest in stories and listen to stories one to one and in a small group. N: To join in with patterned story language R: To retell and perform a story orally	<u>Reading</u> Pre: To begin to have favourite books, songs and rhymes and characters and talk about them. N: To begin to identify the characters in familiar stories and start to predict what might happen next.	<u>Reading</u> Pre: To know how to hold a book correctly, start at the beginning and turn pages. To start to join in with familiar rhymes and stories e.g. filling in a missing word. N: To sequence a story using pictures. To reenact and reinvent familiar stories in their play. R: To understand a narrative, sequencing a story using time connectives. To create story maps to reflect the narrative sequence.		<u>Reading</u> Pre: To talk about the pictures in books. To repeat and use some words and phrases from familiar stories and rhymes in their play. N: To make simple inferences about stories using the illustrations and through discussions about the text. R: To suggest alternative endings for stories and create their own versions of stories. Begin to join sentences in writing to create narratives.	

		R: To describe the characters in familiar stories and structure stories with a beginning, middle and end				
Literacy Outcomes: Writing	Writing Pre: Begin to understand the cause and effect involved in their mark making N: Include mark making in their play and distinguish between different marks they make. R: Give meaning to the marks they make in a wider range of contexts. Begin to break the flow of speech into words, to hear and say the initial sound in words and start to segment the sounds in words and blend them together. Attempt to write their own name using recognisable letters	Writing Pre: Enjoy the sensory experience of making marks N: Ascribe meaning to signs, symbols and words they see and make. Start to imitate adult's writing in play. R: Start to use phonic knowledge linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence to write simple words.	Writing Pre: To experiment with making marks with different tools and materials. N: To begin to mark make for a purpose e.g make a birthday card R: To use their developing phonic knowledge begin to write words, simple captions and their name and enjoy creating texts to communicate meaning for a wider range of purposes e.g invitations, cards, lists, stories		Writing Pre: To begin to attach meaning to their mark making. N: To use mark making to represent their ideas and understand their ideas can be recorded as written words e.g. drawing illustrations for their own picture books with adults scribing their story. Begin to make letter type shapes to represent initial sounds of significant or familiar words e.g. M for mum or the first letter of their name R: To use their developing phonic knowledge to write simple sentences e.g. creating their own books. Read back their writing to check it makes sense. .	
Early Reading Skills Phase 1 Phonics	**Nursery**	**Nursery**	**Nursery**	**Nursery**	**Nursery**	**Nursery**

Reading **Little Wandle Phonics** (Children also follow the Little Wandle Reading programme using the Collins Big Cat reading books linked to the scheme)	**Little Wandle Phonics: Reception** **Phase 2** Focus Phonemes Week 1: s a t p Week 2: i n m d Week 3: g o c k Week 4: ck e u r Week 5: h b f l Tricky Words: is, I, the HFW: Be able to read/write decodable HFW: a, an, as, at, if, in, is, it, of, off, on, can, dad, had, back, and, get, big, him, is, not, got, up, mum, can, put	**Little Wandle Phonics: Reception** **Phase 2** Focus Phonemes Week 1: ff ll ss j Week 2: v w x y Week 3: z zz qu • words with –s /s/ added at the end (hats sits) • ch Week 4: sh th ng nk Week 5: • words with –s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags sings) Tricky Words: put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be HFW: Be able to read/write decodable HFW: a, an, as, at, if, in, is, it, of, off, on, can, dad, had, back, and, get, big, him, is, not, got, up, mum, can, put	**Little Wandle Phonics: Reception** **Phase 3** Focus Phonemes Week 1: ai ee igh oa Week 2: oo oo ar or Week 3: ur ow oi ear Week 4: air er • words with double letters: dd mm tt bb rr gg pp Week 5: • longer words Tricky Words: was, you, they, my, by, all, are, sure, pure HFW: Be able to read/write decodable HFW: will, with, that, this, then, them, see, for, now, down, look, too	**Little Wandle Phonics: Reception** **Phase 3** Focus Phonemes Week 1: Review Phase 3 - ai ee igh oa oo ar or ur oo ow oi ear Week 2: Review Phase 3 - er, air, • words with double letters • longer words Week 3: • words with two or more digraphs Week 4: • longer words • words ending in – ing • compound words Week 5: • longer words • words with s /z/ in the middle • words with –s /s/ /z/ at the end • words with –es /z/ at the end Tricky Words: Review all taught so far Secure spelling HFW: Be able to read/write decodable HFW: will, with, that, this, then, them, see, for, now, down, look, too	**Little Wandle Phonics: Reception** **Phase 4** There are no new GPCs to be learnt in this phase Week 1: Short vowels CVCC Week 2: Short vowels CVCC, CCVC Week 3: Short vowels CCVCC, CCCVC, CCCVCC Week 4: • longer words • compound words Week 5: • root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est Tricky Words: Review all taught so far Secure spelling HFW: Be able to read/spell tricky HFW: said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today	**Little Wandle Phonics: Reception** **Phase 4** There are no new GPCs to be learnt in this phase Week 1: • Phase 3 long vowel sounds CVCC, CCVC Week 2: • Phase 3 long vowel sounds CCVC, CCCVC, CCV, CCVCC Week 3: • Phase 4 words with –s /s/ at the end, • Phase 4 words with –s /z/ at the end, • Phase 4 words with –es /z/ at the end, • longer words Week 4: • root words ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ Week 5: • root words ending in:–er, –est •longer words Tricky Words: Review all taught so far Secure spelling HFW: Be able to read/spell tricky HFW: said, so, have, like, some, come,

						love, do, were, here, little, says, there, when, what, one, out, today
Essential Knowledge : Early Learning Goals						
Literacy: Reading	• Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.					
Literacy: Writing	• Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.					
Physical Development: Moving and Handling	• Handle equipment and tools effectively, including pencils for writing.					
Story Making/ Writing Language Bank	Introduce and revisit: Once upon a time Early one morning And Then Next Until/till But So Finally 'Run' (he walked and he walked…..) Description – a lean cat …..					

Year 1						
Writing (Book Approach)						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Core Text	**Core Text**: A Year Full of Stories 	**Core Text:** Katie in London 	**Core Text:** Stone Girl Bone Girl 	**Core Text:** Little Red Riding Hood 	**Core Text:** The Light House Keeper's Lunch 	**Core Text:** To be decided based on painting [The Courtyard of a House in Delft]' by Pieter de Hooch.
Writing Text Type	**Writing Outcome:** To retell and perform a **folk tale** from another country **Poem**: Linked to National Poetry Day	**Writing Outcome:** To write a **postcard**	**Writing Outcome:** To write a **diary** entry Rhyming **poem**	**Writing Outcome:** To write a **Fairy Tale**	**Writing Outcome:** To write **Instructions** e.g. making a sandwich To write a **letter**	
Key Grammar and Punctuation	• regular plural noun suffixes (-s, -es) • separation of words with spaces • beginning to punctuate sentences using a capital letter and a full stop	• Capital letters for names, places, days of the week and pronoun I • sentence demarcation (. ! ?)	• verb suffixes where root word is unchanged (-ing, -ed, -er) • to combine words to make sentences, including using and	• to combine words to make sentences, including using and • Sequencing sentences to form short narratives • un- prefix to change meaning	• Imperative verbs	

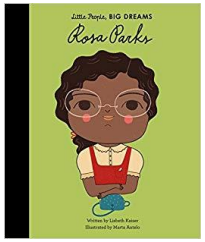
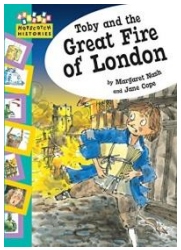
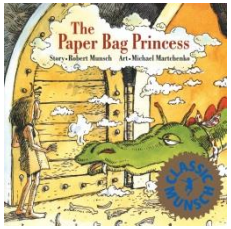
				of adjectives/adverbs		
Story Making/ Writing Language Bank	Review: Once upon a time Early one morning And Then Next Until/till But So Finally 'Run' (he walked and he walked …..) Description – a lean cat ….. Introduce: One day Repetition for effect	Review: Prepositions: down, into, over, out, onto Introduce: First After/after that Prepositions: inside, towards	Review: Adverbs: Luckily/unfortunately Introduce: Today Because By the next morning/ day At that moment Suddenly To his/ her / my amazement Adverbs: suddenly, immediately	Review: Alliteration Introduce: If…… Now Soon/as soon as In the end ….. who ….. ….. that ….. …. or …. …. so that …. ….. when ….. ….. where ….. …. happily ever after Adjectives to describe Simile using 'as'	Consolidate	Consolidate
Essential Knowledge (National Curriculum) Year 1						
Phonic and Whole Word Spelling	• words containing each of the 40+ phonemes taught • common exception words • the days of the week • name the letters of the alphabet in order • using letter names to distinguish between alternative spelling of the same sound					
Other Word Building Spelling	• 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 • apply simple spelling rules and guidance from Appendix 1
Transcription	• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
Handwriting	• sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting 'families' and to practise these
Contexts for Writing	
Planning Writing	• saying out loud what they are going to write about • composing a sentence orally before writing it
Drafting Writing	• sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense
Editing Writing	• discuss what they have written with the teacher or other • pupils
Performing Writing	• read their writing aloud clearly enough to be heard by their peers and the teacher
Vocabulary	• leaving spaces between words • joining words and joining clauses using "and"
Grammar	• regular plural noun suffixes (-s, -es) • verb suffixes where root word is unchanged (-ing, -ed, -er) • un- prefix to change meaning of adjectives/adverbs • to combine words to make sentences, including using and • Sequencing sentences to form short narratives • separation of words with spaces • sentence demarcation (. ! ?) • capital letters for names and pronoun 'I')
Punctuation	• 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'
Grammatical Terminology	• letter, capital letter, word, singular, plural , sentence punctuation, full stop, question mark, exclamation mark
Reading	

Reading	Decoding	Range of Reading	Familiarity with Texts	Poetry and Performance	Word Meanings	Understanding
	• apply phonic knowledge to decode words • speedily read all 40+ letters/groups for 40+ phonemes • read accurately by blending taught GPC • read common exception words • read common suffixes (-s, -es, -ing, -ed, etc.) • read multisyllable words containing taught GPCs • read contractions and understanding use of apostrophe • read aloud phonically-decodable texts	• 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	• 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
	Inference	**Prediction**	**Authorial Intent**	**Non Fiction**	**Discussing Reading**	
	• discussing the significance of the title and events • making inferences on the	• predicting what might happen on the basis of what has been read so far	n/a	n/a	• 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	

	basis of what is being said and done					
Reading **Little Wandle Phonics** (Children also follow the Little Wandle Reading programme using the Collins Big Cat reading books linked to the scheme)	**Little Wandle Phonics:** **Year 1** **Phase 5** Weeks 1- 3: Revisit phase 3 and 4 • CVCCc, CCVC, CCVCC, CCVCC, CCCVC • Phase 4 with long vowels <u>Focus Phonemes</u> Week 4: Learn new Phase 5 graphemes - • /ai/ ay play • /ow/ ou cloud • /oi/ oy toy • /ee/ ea each Week 5: Review longer words <u>Tricky Words:</u> Review Phases 2–4: the, put*, pull*, full*, push*, to, into, I, no, go, of, he, she, we, me, be, was, you, they, all, are, my, by, sure, pure, said, have,	**Little Wandle Phonics:** **Year 1** **Phase 5** <u>Focus Phonemes</u> Week 1: • /ur/ ir bird •/igh/ie pie •/oo/, /yoo/ ue, blue, rescue •/yoo/ u unicorn Week 2: •/oa/ o go • /igh/ i tiger • /ai/ a paper •/ee/ e he Week 3: •/ai/ a-e shake •/igh/ i-e time • /oa/ o-e home •/oo/, / yoo/ u-e rude, cute Week 4: •/ee/ e-e these •/oo/, /yoo/ ew chew, new •/ee/ ie shield •/or/ aw claw Week 5: Grow the code • /igh/ ie, i, i-e	**Little Wandle Phonics:** **Year 1** **Phase 5** <u>Focus Phonemes</u> Week 1: • /ee/ y funny •/e/ ea head •/w/ wh wheel •/oa/ oe ou toe shoulder Week 2: •/igh/ y fly •/oa/ ow snow •/j/ g giant •/f/ ph phone Week 3: • /l/ le al apple metal •/s/ c ice •/v/ ve give Week 4: • /u/ o-e o ou some mother young • /z/ se cheese • /s/ se ce mouse fence • /ee/ ey donkey Week 5: Grow the code: • /oo/ u ew ue u-e ui ou oo fruit soup	**Little Wandle Phonics:** **Year 1** **Phase 5** <u>Focus Phonemes</u> Week 1: • /ur/ or word •/oo/ u oul awful would •/air/ are share •/or/ au aur oor al author dinosaur floor walk Week 2: •/ch/ tch match •/ch/ ture adventure •/ar/ al half •/ar/ a father Week 3: •/or/ a water •schwa in longer words: different •/o/ a want •/air/ ear ere bear there Week 4: •/ur/ ear learn •/r/ wr wrist •/s/ st sc whistle science	**Little Wandle Phonics:** **Year 1** **Phase 5** <u>Focus Phonemes</u> Week 1: • ay play •a-e shake •ea each •e he Week 2: •ie pie •i-e time •o go •o-e home Week 3: •ue blue rescue •ew chew new •u-e rude cute •aw claw Week 4: •ea head •ir bird •ou cloud •oy toy Week 5: •i tiger •a paper •ow snow •u unicorn Week 6: •ph phone	**Little Wandle Phonics:** **Year 1** **Phase 5** <u>Focus Phonemes</u> Week 1: • /ai/ eigh aigh ey ea eight straight grey break •/n/ kn gn knee gnaw •/m/ mb thumb •/ear/ ere eer here deer Week 2: •/zh/ su si treasure vision •/j/ dge bridge •/i/ y crystal •/j/ ge large Week 3: •/sh/ ti ssi si ci potion mission mansion delicious Week 4: •/or/ augh our oar ore daughter pour oar more •review Week 5: review <u>Tricky Words/ HFW</u>

	like, so, do, some, come, love, were, there, little, one, when, out, what, says, here, today <u>HFW:</u> Be able to read/spell decodable HFW: don't, old, I'm, by, time, day, made, came, make, here, saw, house, very, about, your	•/ai/ ay, a a-e •/oa/ oa, o, o-e •/ee/ e, ie, e-e, ea •/oo/ /yoo/ ew u-e u eu <u>Tricky Words/ HFW:</u> Be able to read/spell tricky HFW: their, people, oh, your, Mr, Mrs, Ms, ask, could, would, should, our, house, mouse, water, want	• /ee/ ea e e-e ie ey y ee • /s/ c se ce ss • /z/ se s zz • /oa/ ow oe ou o-e o ao <u>Tricky Words/ HFW:</u> Be able to read/spell tricky HFW: any, many, again, who, whole, where, two, school, call, different, thought, through, friend, work	•schwa at the end of words: actor Week 5: •/c/ ch school •/sh/ ch chef •/z/ ze freeze <u>Tricky Words/ HFW</u> Be able to read/spell tricky HFW: once, laugh, because, eye	•wh wheel •ie shield •g giant No new tricky words/ HFW	Be Able to read/spell tricky HFW: busy, beautiful, pretty, hour, move, improve, parents, shoe

Year 2						
Writing (Book Approach)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Text and Genre	**Core Text:** Little People Big Dreams - Rosa Parks 	**Core Text:** Toby and the Great Fire of London 	**Core Text:** Paper Bag Princess 	**Core Text:** Discovering the United Kingdom	**Core Text:** The Pirate Cruncher	**Core Text:** To be decided based on painting [The Courtyard of a House in Delft]' by Pieter de Hooch.
Text Type	**Writing Outcome:** To write a **biography** of Rosa Parks	**Writing Outcome:** To write a **diary entry (recount)** of the events of the Great Fire	**Writing Outcome:** To write a **fairy tale**	**Writing Outcome:** **Geographical Writing** To write a **non-chronological** report about the UK	**Writing Outcome:** To write **a personal narrative** – letter home from on board ship or	**Writing Outcome:**
Additional Writing	**Poem**: Linked to National Poetry Day	**Historical Writing:** To write a **historical recount** of the Great Fire of London to use as a voice over.	To write a **character description**	**Scientific Writing:** Information text for an insect/ animal they have learnt about	To write a **setting description**	

Key Grammar and Punctuation	• subordination (using when, if, that, or because) and coordination (using or, and, or but) • past tense	• past tense • apostrophes for ommission & singular possession • Command sentences	• expanded noun phrases to describe and specify • subordination (using when, if, that, or because) and coordination (using or, and, or but)	• sentences with different forms: statement, question, command • expanded noun phrases to describe and specify • commas in lists	• suffixes to form new words (-ful, -er, -ness) • sentences with different forms: statement, question, command. exclamation • past progressive tense	
Story Making / Writing Language Bank	Review: One day after/after that And so if Then now But Because Until/till Adverbs: Luckily/unfortunately, Introduce: Adverbs: eventually	Review: Today Early one morning First by the next morning to his/ her/ my amazement suddenly Next soon/as soon as Simile using 'like' Adjectives to describe: a lean cat Prepositions: down, into, over, out, onto, inside, towards Adverbs: suddenly, immediately Introduce: Behind, above, outside …..	Review : Once upon a time in the end finally At that moment ….. who ….. ….. when ….. ….. that …. ……where ….. …. or …. …. so that ….. …. happily ever after 'Run' & repetition for effect Introduce: Although However ….to….. Simile using 'like'	Review: Alliteration Adjectives to describe	Consolidate	Consolidate

Alan Peat Sentence types	• BOYS sentences	• 2A sentences	• 2A sentences • BOYS sentences	• 2A sentences • List Sentences • All the W's	• Short • 2A sentences • BOYS sentences	
Essential Knowledge (National Curriculum) Year 2						
Phonic and Whole Word Spelling	• segmenting spoken words into phonemes and representing • these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which 1 or more • spellings are already known, and learn some words with each • spelling, including a few common homophones • learning to spell common exception words • distinguishing between homophones and near-homophones					
Other Word Building Spelling	• learning the possessive apostrophe (singular) • learning to spell more words with contracted forms • add suffixes to spell longer words, including –ment, –ness, • –ful, –less, –ly • apply spelling rules and guidelines from Appendix 1					
Transcription	• write from memory simple sentences dictated by the teacher • that include words using the GPCs, common exception words • and punctuation taught so far.					
Handwriting	• form lower-case letters of the correct size relative to one • another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters					
Contexts for Writing	• writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes					
Planning Writing	• planning or saying out loud what they are going to write about					
Drafting Writing	• writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence					

Editing Writing	• evaluating their writing with the teacher and other pupils • rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proofreading to check for errors in spelling, grammar and punctuation
Performing Writing	• read aloud what they have written with appropriate intonation to make the meaning clear
Vocabulary	• expanded noun phrases to describe and specify
Grammar	• sentences with different forms: statement, question, exclamation, command • the present and past tenses correctly and consistently including the progressive form • subordination (using when, if, that, or because) and coordination (using or, and, or but) • some features of written Standard English • suffixes to form new words (-ful, -er, -ness) • sentence demaracation • commas in lists • apostrophes for omission & singular possession
Punctuation	• learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
Grammatical Terminology	• noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix , adverb tense (past, present) , apostrophe, comma

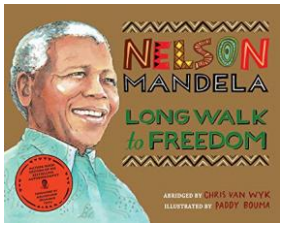
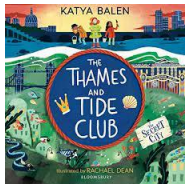
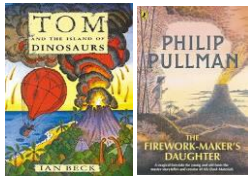
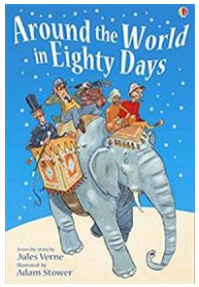
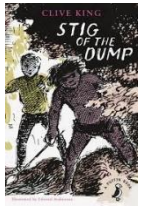
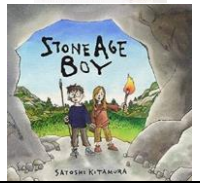
Alan Peat Sentence Types

Sentence Type	Example	Rule
2A sentences	He was a tall, awkward man with an old, crumpled jacket. It was an overgrown, messy garden with a leafless, lifeless tree. The huge, green tractor ploughed the wet, muddy field.	A 2Ad sentence has <u>two adjectives</u> before the first noun and <u>two adjectives</u> before the second noun. This sentence creates a clear picture for the reader.
BOYS sentences	He was a friendly man most of the time, but he could become nasty. He could be really friendly or he could be really miserable. It was a beautiful morning for a walk so he set off quite happily.	A B.O.Y.S sentence is a two-part sentence. The first part of the sentence always ends with a comma (,) and the last part always begins with a connective.
List Sentences	It was a dark, long, leafy lane. She had a cold, cruel cackle. It was a cold, wet, miserable Wednesday afternoon. His hair was long, brown and unwashed.	A list sentence must have 3 or 4 adjectives before the noun. Use and between the final 2 adjectives
Short	Oh no! Then it happened. He stopped.	1-3 word sentences possibly with an exclamation mark or question mark.

	Everything failed. The door opened. What's wrong?	Begin to discuss exclamations, questions, statements and commands with the children.
All the Ws sentences	Would there ever be another opportunity like this one? Who would take over this role now? What if you had all of the money in the world? Why do zebras have stripes?	Your short sentence must start with one of the following W words: Who? What? When? Where? Why? Would? Was? What if?

Reading						
The core texts identified above are used for Whole Class Reading sessions. We also use other books, poems and extracts that complement the core text and topics being studied in History, Geography and Science. This helps to re-enforce new vocabulary and deepen understanding						
Reading	**Decoding**	**Range of Reading**	**Familiarity with Texts**	**Poetry and Performance**	**Word Meanings**	**Understanding**
	• secure phonic decoding until reading is fluent • read accurately by blending, including alternative sounds for graphemes • read multisyllable words containing these graphemes • read common suffixes • read exception words, noting unusual correspondances • read most words quickly & accurately without overt	• 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	• becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • recognising simple recurring literary language in stories and poetry	• continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	• discussing and clarifying the meanings of words, linking new meanings to known vocabulary • discussing their favourite words and phrases	• discussing the sequence of events in books and how items of information are related • 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

	sounding and blending					
	Inference	**Prediction**	**Authorial Intent**	**Non Fiction**	**Discussing 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	n/a	• being introduced to non-fiction books that are structured in different ways	• participate in discussion about books, poems & other works that are read to them & 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	
Reading **Little Wandle Phonics**	We assess children's phonics at the beginning of Year 2 and make a decision whether to continue teaching phonics using Little Wandle for all children (revisiting and consolidating) or just those working below the expected level of development. This includes the Little Wandle Reading Programme.					

Year 3						
Writing (Book Approach)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Text	**Core Text:** A Long Walk to Freedom 	**Core Text:** The Thames and Tide Club: Secret City/ A River 	**Core Text:** The Firework Maker's Daughter(WCR)/ Tom and the Island of Dinosaurs 	**Core Text:** Around the World in 80 Days 	**Core Text:** Stig of the Dump (WCR)/ Stone Age Boy  	**Core Text:** To be decided based on painting [The Courtyard of a House in Delft]' by Pieter de Hooch.
Text Type	**Writing Outcome:** To write a **historical recount** about Nelson Mandela	**Writing Outcome:** To write a **setting description**	**Writing Outcome:** To write an **adventure story**	**Writing Outcome:** **Geographical writing** To write a **travel guide or blog**	**Writing Outcome:** To write a **historical narrative** set in the Stone Age	**Writing Outcome:**
Additional Writing	To write a **poem**	To write an **advert**	**Historical writing** To write **a historical personal recount** about the eruption of Pompei	**Scientific Writing:** Write **information labels** for a rock exhibit at a museum		
Key Grammar and Punctuation	• extending the range of sentences with more than one clause by using a wider range of conjunctions,	• using conjunctions, adverbs and prepositions to express time and cause (and place	• form nouns using prefixes (super-, anti-) • using conjunctions, adverbs and prepositions to	• use the correct form of 'a' or 'an' • word families based on common words (solve, solution,	• using and punctuating direct speech (i.e. Inverted commas)	

	including when, if, because, although • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition		express time and cause (and place)	dissolve, insoluble) • in non-narrative material, using simple organisational devices (headings & subheadings)		
Alan Peat Sentence types	•		• As-ly	• __ing, __ed	• Doubly –ly ending	
Story Making / Writing Language Bank	Review: KS1 Story making and written language bank (see above) Introduce: later when/whenever without warning 'Where' starter, eg At the end of the lane …..					
Essential Knowledge (National Curriculum) Year 3						
Phonic and Whole Word Spelling	• spell further homophones • spell words that are often misspelt (Appendix 1)					
Other Word Building Spelling	• use further prefixes and suffixes and understand how to add them • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • use the first 2 or 3 letters of a word to check its spelling in a dictionary					
Transcription	• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.					
Handwriting	• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting					
Contexts for Writing	• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar					

Planning Writing	• discussing and recording ideas • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
Drafting Writing	• organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices (headings & subheadings)
Editing Writing	• 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 • proofread for spelling and punctuation errors
Performing Writing	• read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
Vocabulary	• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause (and place)
Grammar	• using the present perfect form of verbs in contrast to the past tense • form nouns using prefixes (super-, anti-) • use the correct form of 'a' or 'an' • word families based on common words (solve, solution, dissolve, insoluble)
Punctuation	• using and punctuating direct speech (i.e. Inverted commas)
Grammatical Terminology	• adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')

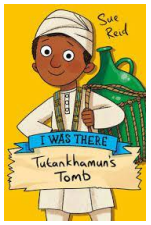
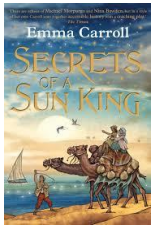
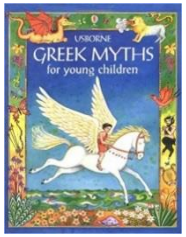
Alan Peat Sentence Types

Sentence Type	Example	Rule
As –ly	As the rain came down heavily, the children ran for shelter. As the wind screamed wildly, the lost giant lumbered along the path. As the water heats up quickly, a change of state happens called 'evaporation'.	The first part of the sentence opens with an action description which starts with the word As… and ends with an adverb. The second part of the sentence is a description of a related, and often consequential, action.
__ing, __ed	Walking in the bush, she stopped at the sight of a crocodile facing her. Running near the beach, he halted as the ground gave way. Jumping quickly through the air, she landed on her feet before sprinting away	The sentence must begin with a subordinate clause which begins with a verb ending in 'ing', followed by the location of the action. Focus on the use of prepositions in the first part of the sentence (subordinate clause) to explain where the action is happening.

Doubly –ly ending	He swam slowly and falteringly. He rode determinedly and swiftly. He laughed loudly and heartily. He tiptoed quietly and carefully	The sentence must end in two adverbs which add detail to and describe how the verb within the sentence is being carried out.

Reading						
The core texts identified above are used for Whole Class Reading sessions. We also use other books, poems and extracts that complement the core text and topics being studied in History, Geography and Science. This helps to re-enforce new vocabulary and deepen understanding						
Reading	**Decoding**	**Range of Reading**	**Familiarity with Texts**	**Poetry and Performance**	**Word Meanings**	**Understanding**
	• apply their growing knowledge of root words, prefixes and suffixes, 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	• 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	• 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 • recognising some different forms of poetry	• using dictionaries to check the meaning of words that they have read • continue to develop breadth of vocabulary including understanding the roots of words and making connections between words	• 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 • identifying main ideas drawn from more than one paragraph and summarising these
	Inference	**Prediction**	**Authorial Intent**	**Non Fiction**	**Discussing Reading**	
	• drawing inferences such as inferring characters' feelings, thoughts and motives from	• predicting what might happen from details stated and implied	• discussing words and phrases that capture the reader's interest and imagination	• 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	

	their actions, and justifying inferences with evidence		• identifying how language, structure, and presentation contribute to meaning		
Reading **Little Wandle Phonics**	We assess children's phonics at the beginning of the year and those working below the expected level of development participate in Little Wandle Catch Up sessions. This includes the Little Wandle Reading Programme.				

Year 4						
Writing (Book Approach)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Text	**Core Text:** Coming to England	**Core Text:** The Journey/ The Boy ate the Back of the Class (WCR)	**Core Text:** I was there: Tutankhamun's Tomb Secrets of The Sun King  		**Core Text:** Greek Myths 	**Core Text:** To be decided based on painting [The Courtyard of a House in Delft]' by Pieter de Hooch.
Text Type	**Writing Outcome:** **Historical writing** **Historical Recount** – write a recount of coming to Britain on Windrush	**Writing Outcome:** **Personal Narrative** – diary of a refugee	**Writing Outcome:** **Newspaper article** – Discovery of Tutankhamun's tomb	**Writing Outcome:** **Mystery Story** set in Egypt	**Writing Outcome:** Write a Greek **Myth**	**Writing Outcome:**
Additional Writing	To write a **poem**	To write **a letter**	**Diary entry** – Howard Carter	**Scientific writing** Write up a **science investigation**	**Geographical writing:** Write a short **travel guide** to Greece	
Key Grammar and Punctuation	• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	• using fronted adverbials • using commas after fronted adverbials • extending the range of sentences with more than one clause by using a	• using and punctuating direct speech (including punctuation within and surrounding inverted commas)	• Standard English verb inflections (I did vs I done) • extended noun phrases, including with prepositions	• difference between plural and possesive -s • indicating possession by using the possessive apostrophe with singular and plural nouns	

	• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	wider range of conjunctions, including when, if, because, although			• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	
Alan Peat Sentence types	• With a(n) action, more action	• Emotion, comma	• With a(n) action, more action	• 2A Sentences • Verb, person	•	
	Introduce: 'How' starter, eg Slowly, …					
Essential Knowledge (National Curriculum) Year 4						
Phonic and Whole Word Spelling	• spell further homophones • spell words that are often misspelt (Appendix 1)					
Other Word Building Spelling	• use further prefixes and suffixes and understand how to add them • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • use the first 2 or 3 letters of a word to check its spelling in a dictionary					
Transcription	• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.					
Handwriting	• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting					
Contexts for Writing	• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar					
Planning Writing	• discussing and recording ideas • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures					
Drafting Writing	• organising paragraphs around a theme in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices					
Editing Writing	• 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					

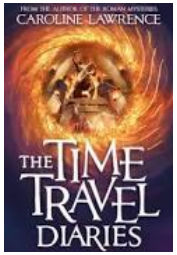
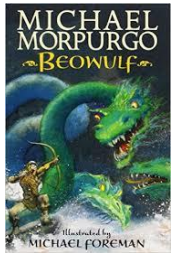
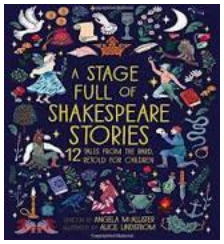
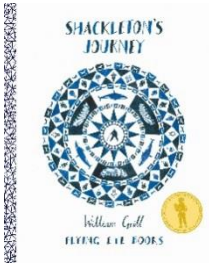
	• sentences • proofread for spelling and punctuation errors
Performing Writing	• read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
Vocabulary	• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
Grammar	• using fronted adverbials • difference between plural and possesive -s • Standard English verb inflections (I did vs I done) • extended noun phrases, including with prepositions • appropriate choice of pronoun or noun to create cohesion
Punctuation	• using commas after fronted adverbials • indicating possession by using the possessive apostrophe with singular and plural nouns • using and punctuating direct speech (including punctuation within and surrounding inverted commas)
Grammatical Terminology	• determiner, pronoun, possessive pronoun, adverbial

Alan Peat Sentence Types		
Sentence Type	**Example**	**Rule**
2A Sentences	He was a tall, awkward man with an old, crumpled jacket. It was an overgrown, messy garden with a leafless, lifeless tree. The huge, green tractor ploughed the wet, muddy field.	A 2Ad sentence has two adjectives before the first noun and two adjectives before the second noun. This sentence creates a clear picture for the reader.
Emotion, comma	Desperate, she screamed for help. Terrified, he froze instantly on the spot where he stood. Anxious, they began to realise they were lost. Happily, the astronaut stepped safely from the shuttle.	Emotion first followed by the actions that are caused by the emotion. Putting the word first gives more weight to the emotion. When teaching, provide an A-Z list of emotions the children could use.
Verb, person	Running, Sarah almost tripped over her own feet. Tiptoeing, he tried to sneak out across the landing without waking anybody up.	A sentence starts with a verb to give it more importance. The verb is always followed by a comma and then a name or a personal pronoun (he, she, they, it) followed by the rest of the sentence
With a(n) action, more action	With a smile, Greg waved goodbye. With a weary wail, Thor launched his final attack With a deep breath, Neil Armstrong stepped carefully on to the surface of the moon.	This two-part sentence starts with a subordinate clause which starts with the phrase 'With a(n)…' followed by an action and a comma. The main clause then describes more action which occurs simultaneously.

Reading

The core texts identified above are used for Whole Class Reading sessions. We also use other books, poems and extracts that complement the core text and topics being studied in History, Geography and Science. This helps to re-enforce new vocabulary and deepen understanding						
Reading	**Decoding**	**Range of Reading**	**Familiarity with Texts**	**Poetry and Performance**	**Word Meanings**	**Understanding**
	• apply their growing knowledge of root words, prefixes and suffixes, 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	• 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	• 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 • recognising some different forms of poetry	• using dictionaries to check the meaning of words that they have read • continue to develop breadth of vocabulary including understanding the roots of words and making connections between words	• 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 • identifying main ideas drawn from more than one paragraph and summarising these
	Inference	**Prediction**	**Authorial Intent**	**Non Fiction**	**Discussing Reading**	
	• 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	• discussing words and phrases that capture the reader's interest and imagination • 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	

Reading **Little Wandle Phonics**	We assess children's phonics at the beginning of the year and those working below the expected level of development participate in Little Wandle Catch Up sessions. This includes the Little Wandle Reading Programme.

Year 5						
Writing (Book Approach)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Text	**Core Text:** Freedom	**Core Text:** The Time Travel Diaries 	**Core Text:** Beowulf 	**Core Text:** Choice of Shakespeare Play 	**Core Text:** Shackleton's Journey 	**Core Text:** To be decided based on painting [The Courtyard of a House in Delft]' by Pieter de Hooch.
Text Type	**Writing Outcome:** **Persuasive writing** – abolition of slavery	**Writing Outcome:** **Historical Writing** Write **an historical adventure story** set in Roman London	**Writing Outcome:** Write a **myth or legend**	**Writing Outcome:** Linked to chosen play (e.g. Macbeth **– 2 sided argument,** Midsummer Night's Dream **– natural setting description**)	**Writing Outcome:** Write a **historical recount** of Shackleton's expedition **Persuasive** writing on an aspect of climate change	**Writing Outcome:**
Additional Writing	Write **a poem**	Write a **setting description** – Miithraeum	Write a **character description**	**Scientific Writing:** Design and write an **experiment**	**Geographical writing:** **Persuasive writing** on an aspect of climate change/ advert	
Key Grammar and Punctuation	• using brackets, dashes or commas to indicate parenthesis	• using the perfect form of verbs to mark relationships of time and cause • using brackets, dashes or commas to	• devices to build cohesion, including adverbials of time, place and number • converting nouns or adjectives into verbs	• using modal verbs or adverbs to indicate degrees of possibility • verb prefixes	• using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun	

		indicate parenthesis			• using commas to clarify meaning or avoid ambiguity in writing	
Alan Peat Sentence types	• Name – adjective pair – sentences	• 2 pairs sentences • O. (I.)	• __ed	• 3 bad – (dash) question?	• Noun, which/who/where	
	Introduce: While/meanwhile/When/whenever Elaborate, eg Early one frosty morning In an instant Out of the blue					
Essential Knowledge (National Curriculum) Year 5						
Phonic and Whole Word Spelling	• spell some words with 'silent' letters • 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 Appendix 1					
Other Word Building Spelling	• use further prefixes and suffixes and understand the guidance for adding them • use dictionaries to check the spelling and meaning of words • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary					
Transcription	•					
Handwriting	• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task					
Contexts for Writing	• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed					
Planning Writing	• noting and developing initial ideas, drawing on reading and research where necessary					
Drafting Writing	• 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					
Editing Writing	• 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 • proofread for spelling and punctuation errors
Performing Writing	• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Vocabulary	• use a thesaurus • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility
Grammar	• using the perfect form of verbs to mark relationships of time and cause • using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun • converting nouns or adjectives into verbs • verb prefixes • devices to build cohesion, including adverbials of time, place and number
Punctuation	• using commas to clarify meaning or avoid ambiguity in writing • using brackets, dashes or commas to indicate parenthesis
Grammatical Terminology	• modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity

Alan Peat Sentence Types

Sentence Type	Example	Rule
3 __ed	Frightened, terrified, exhausted, they ran from the creature. Amused, amazed, excited, he left the circus reluctantly. Confused, troubled, worried, she didn't know what had happened.	Stars with three adjectives that end in _ed and describe emotions. The _ed words MUST be followed by commas.
Noun, which/who/where	Cakes, which taste fantastic, are not so good for your health. Snakes, which scare me, are not always poisonous. Tom, who was a little shorter than the others, still made it into the football team.	Use commas to embed a clause within a sentence, add information that links with the sentence topic and start the clause with which, who or where.
2 pairs sentences	Exhausted and worried, cold and hungry, they didn't know how much further they had to go. Injured and terrified, numb and fearful, he couldn't believe that this was happening to him. Quickly and quietly, silently and carefully he tiptoed out of the house.	Begins with two pairs of related adjectives. Each pair is: o Followed by a comma o Separated by and

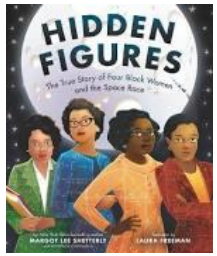
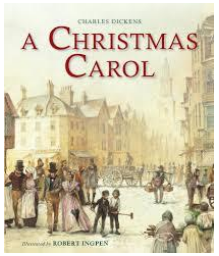
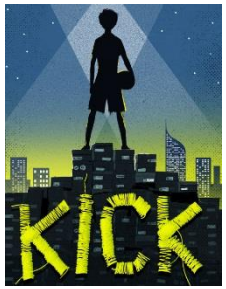
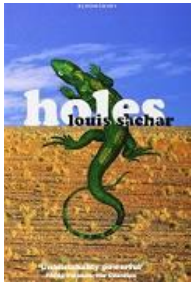
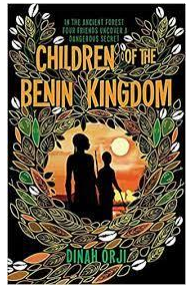
3 bad – (dash) question?	Cold, dark, airlessness – which would kill the spaceman first? Greed, jealousy, hatred – which of these is most evil?	3 negative followed by a dash and then a question which relates to the three adjectives.
Name – adjective pair – sentences	Little Tim – happy and generous – was always fun to be around. Ben Roberts – weak and nervy – was actually a secret superhero. Glass – fragile and dangerous – must be handled with care.	This works on a show and tell basis where the name and details form the main clause (tell). The added information within the dashes shows what the character was like. The two must be linked.
O. (I.)	She told the little girl not to be so naughty. (Inside, however, she was secretly amused by what she had done.) I was delighted (but I felt scared that something was about to go wrong). Bravely I looked behind me (but I was deeply worried).	The first sentence tells the reader a character's outward action and the second reveals their true feelings. If the sentence within the brackets is complete, the full stop goes inside the bracket. If it is not complete, the full stop goes outside.

Reading

The core texts identified above are used for Whole Class Reading sessions. We also use other books, poems and extracts that complement the core text and topics being studied in History, Geography and Science. This helps to re-enforce new vocabulary and deepen understanding

Reading	Decoding	Range of Reading	Familiarity with Texts	Poetry and Performance	Word Meanings	Understanding
	• apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet	• 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 • making comparisons within and across books	• increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • identifying and discussing themes and conventions in and across a wide range of writing	• 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	• continue to develop breadth of vocabulary including understanding the roots of words and making connections between words	• 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 • summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas

	Inference	Prediction	Authorial Intent	Non Fiction	Discussing Reading
	• 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 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	• recommending books that they have read to their peers, giving reasons for their choices • 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, • provide reasoned justifications for their views
Reading **Little Wandle Phonics**	We assess children's phonics at the beginning of the year and those working below the expected level of development participate in Little Wandle Catch Up sessions. This includes the Little Wandle Reading Programme.				

Year 6						
Writing (Book Approach)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Text	**Core Text:** Hidden Figures 	**Core Text:** A Christmas Carol 	**Core Text:** Kick 	**Core Text:** Holes 	**Core Text:** Children of the Benin Kingdom 	**Core Text:** To be decided based on painting [The Courtyard of a House in Delft]' by Pieter de Hooch.
Text Type	**Writing Outcome:** **Historical writing** Write an **autobiographical account** of a figure from the civil rights movement.	**Writing Outcome:** Write a **suspense story** set in Victorian times.	**Writing Outcome:** Write a **journalistic piece**	**Writing Outcome:** Write an **Adventure Story**	**Writing Outcome:**. Write a **discussion piece/ 2 sided argument** about the Benin Bronzes.	**Writing Outcome:**

Additional Writing	Write **a poem**	Write a **character or setting description**	**Geographical writing:** Write a **persuasive letter** about an aspect of global trade e.g fair trade , the use of child labour the impact on the environment of cotton production.	**Scientific Writing:** Write a **non-chronological report** on lizards		
Key Grammar and Punctuation	• Using semi-colons and dashes to mark independent clauses • using the perfect form of verbs to mark relationships of time and cause	• Using hyphens to avoid ambiguity • use of ellipsis	• Using colons to separate independent clauses • differences in informal and formal language • recognising vocabulary and structures that are appropriate	• Using a semi-colon to replace but • Using bullet points consistently • using passive verbs to affect the presentation of information in a sentence •	• for formal speech and writing, including subjunctive forms	• Using a colon to introduce a list • synonyms & Antonyms •
Alan Peat Sentence types	• Emotion-Consequence	• The more, the more	• De:De sentence	• Some; other • Tell: show 3 examples ; sentences	•	
	Introduce: Personification					
Essential Knowledge (National Curriculum) Year 6						
Phonic and Whole Word Spelling	• spell some words with 'silent' letters • 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 Appendix 1					

Other Word Building Spelling	• use further prefixes and suffixes and understand the guidance for adding them • use dictionaries to check the spelling and meaning of words • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
Transcription	•
Handwriting	• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task
Contexts for Writing	• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
Planning Writing	• noting and developing initial ideas, drawing on reading and research where necessary
Drafting Writing	• 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
Editing Writing	• 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 • proofread for spelling and punctuation errors
Performing Writing	• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Vocabulary	• use a thesaurus • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility
Grammar	• 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 • differences in informal and formal language • synonyms & Antonyms • further cohesive devices such as grammatical connections and adverbials • use of ellipsis

Punctuation	• using hyphens to avoid ambiguity • using semicolons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list • punctuating bullet points consistently
Grammatical Terminology	• subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

Alan Peat Sentence Types

Sentence Type	Example	Rule
De:De Sentence	The vampire is a dreadful creature: It kills by sucking all the blood from its victims. Snails are slow: They take hours to cross the shortest of distances. I was exhausted: I hadn't slept for more than two days.	Two independent clauses (they make sense on their own) are separated by a colon (:) o The first clause is descriptive o The second adds further detail
Some; others	Some people like football; others hate it. Some days are full of enjoyment; others are long and boring. Some dogs were running around happily; others looked tired.	Some; others sentences begin with the word some and have a semi-colon to replace the word but. There is no capital letter after the semi-colon.
Imagine 3 examples:	Imagine a place where the sun always, shines, where wars never happen, where no-one ever dies: in the Andromeda 5 system, there is such a planet	Sentence begins with - The word imagine - Then describes three parts of something - The first two parts are separated by commas - The third ends with a colon
The more, the more	The more it rained, the more depressed he became. The more the crowd cheered, the more he looked forward to the race. The more upset she was, the more she cried.	This sentence type is particularly useful when developing a character trait in a story. The first more should be followed by an emotive word and the second more should be followed by a related action.
'Irony' sentences	Our 'luxury' hotel turned out to be a farm building. With dawn breaking, the 'beautiful view' which the brochure described, revealed itself to be a scrap-yard and a rubbish tip. The 'trip of our dreams' was, in fact, our worst nightmare.	An irony sentence deliberately overstates how good or bad something is and this is placed in 'inverted commas'. The overstated word is then shown to be false through the remainder of the sentence which reveals the truth.
Emotion – consequence	Davis was angry – he threw his toy at the wall. The professor was inconsolable – he wept for days on end. King Henry was furious – he ordered the execution of his wife.	This two part sentence starts with a description of a character's emotion followed by a dash (-) and a description of a consequence of that feeling.
Tell: show 3 examples; sentences	He was feeling relaxed: shoes off; shirt undone; lying on the sofa.	This is a two part sentence. The first part tells the reader a broad-ranging fact/opinion.

	The commander was tense: sweat dripping; eyes narrowed; staring out on the battlefield. It was a sleepy town: shops shuttered; cats lazing in the shade; dogs snoozing in the sun.	This is followed by a colon which demonstrates that a list of examples will follow. After the colon the list of 3 examples follows. As this is a phrase list, semi-colons are used between the details rather than commas.

Reading						
The core texts identified above are used for Whole Class Reading sessions. We also use other books, poems and extracts that complement the core text and topics being studied in History, Geography and Science. This helps to re-enforce new vocabulary and deepen understanding						
Reading	**Decoding**	**Range of Reading**	**Familiarity with Texts**	**Poetry and Performance**	**Word Meanings**	**Understanding**
	• apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet	• 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 making comparisons within and across books	• increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • identifying and discussing themes and conventions in and across a wide range of writing	• 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	• continue to develop breadth of vocabulary including understanding the roots of words and making connections between words	• 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 • summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
	Inference	**Prediction**	**Authorial Intent**	**Non Fiction**	**Discussing Reading**	
	• drawing inferences such as inferring characters' feelings, thoughts	• predicting what might happen from details stated and implied	• identifying how language, structure and presentation	• distinguish between statements of fact and opinion	• recommending books that they have read to their peers, giving reasons for their choices	

	and motives from their actions, and justifying inferences with evidence		contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	• retrieve, record and present information from non fiction	• 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, • provide reasoned justifications for their views
Reading **Little Wandle Phonics**	We assess children's phonics at the beginning of the year and those working below the expected level of development participate in Little Wandle Catch Up sessions. This includes the Little Wandle Reading Programme.				