

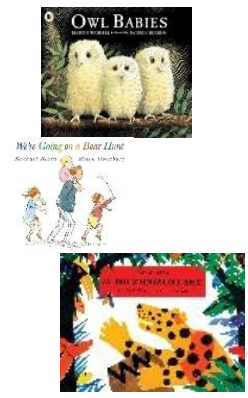

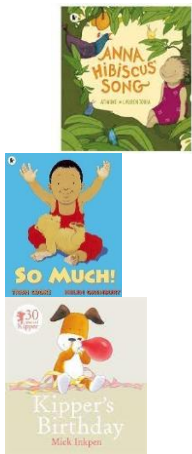
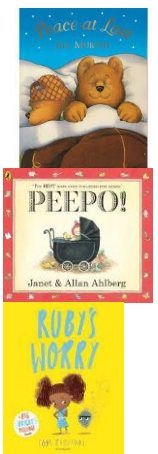
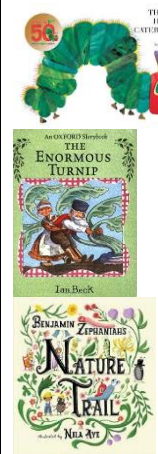
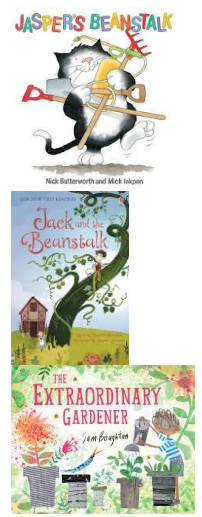








Progression Map

English Reading, Writing and Speaking and Listening



Knowledge and Skills Progression Map : English Reading, Writing and Speaking and Listening

EYFS						
Literacy						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Core Texts Cycle 1</p>	<p>Core Texts:</p> <ol style="list-style-type: none"> Owl Babies We're Going on a Bear Hunt The Leopard's Drum 	<p>Core Texts:</p> <ol style="list-style-type: none"> Hansel and Gretel Goldilocks and the Three Bears Stick Man 	<p>Core Texts:</p> <ol style="list-style-type: none"> Anna Hibiscus Song So Much Kipper's Birthday 	<p>Core Texts:</p> <ol style="list-style-type: none"> Peace at Last Peepo Ruby's Worries 	<p>Core Texts:</p> <ol style="list-style-type: none"> The Very Hungry Caterpillar The Enormous Turnip Nature Trail 	<p>Core Texts:</p> <ol style="list-style-type: none"> Jasper's Beanstalk Jack and the Beanstalk The Extraordinary Garden 
<p>Core Texts Cycle 2</p>	<p>Core Texts:</p> <ol style="list-style-type: none"> Baby Goes to Market (N)/ Lima's Red Hot Chilli® Handa's Surprise Room on the Broom 	<p>Core Texts:</p> <ol style="list-style-type: none"> The Best Diwali Ever The Gingerbread Man The Christmas Story 	<p>Core Texts:</p> <ol style="list-style-type: none"> Rapunzel The Princess and the Pea George and the Dragon (N)/ The Worst Princess (R) Supertato 	<p>Core Texts:</p> <ol style="list-style-type: none"> Knock Knock Who's There? (N) / Captain Flinn and the Pirate Dinosaurs (R) Whatever Next! Supertato 	<p>Core Texts:</p> <ol style="list-style-type: none"> The Three Little Pigs The Jolly Postman Three Billy Goats Gruff 	<p>Core Texts:</p> <ol style="list-style-type: none"> Tidy The Shopping Basket Through my Window

						
<p>Literacy Outcomes: Reading Comprehension (For progression in word reading see phonics progression below)</p>	<p><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</p>	<p><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. R: To describe the characters in familiar stories and structure stories with a beginning, middle and end</p>	<p><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.</p>		<p><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.</p>	
<p>Literacy Outcomes:</p>	<p><u>Writing</u></p>	<p><u>Writing</u></p>	<p><u>Writing</u></p>		<p><u>Writing</u></p>	

<p>Writing</p>	<p>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</p>	<p>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.</p>	<p>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</p>		<p>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.</p>	
<p>Early Reading Skills Phase 1 Phonics</p>	<p>Nursery</p>	<p>Nursery</p>	<p>Nursery</p>	<p>Nursery</p>	<p>Nursery</p>	<p>Nursery</p>
<p>Reading Little Wandle Phonics (Children also follow the Little Wandle Reading programme using the Collins Big Cat reading books linked to the scheme)</p>	<p>Little Wandle Phonics: Reception Phase 2</p> <p><u>Focus Phonemes</u> Week 1: s a t p Week 2: i n m d Week 3: g o c k Week 4: c k e u r Week 5: h b f l</p> <p><u>Tricky Words:</u> is, l, the</p>	<p>Little Wandle Phonics: Reception Phase 2</p> <p><u>Focus Phonemes</u> 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</p>	<p>Little Wandle Phonics: Reception Phase 3</p> <p><u>Focus Phonemes</u> 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</p>	<p>Little Wandle Phonics: Reception Phase 3</p> <p><u>Focus Phonemes</u> 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</p>	<p>Little Wandle Phonics: Reception Phase 4</p> <p>There are no new GPCs to be learnt in this phase</p> <p>Week 1: Short vowels CVCC Week 2: Short vowels CVCC, CCVC</p>	<p>Little Wandle Phonics: Reception Phase 4</p> <p>There are no new GPCs to be learnt in this phase</p> <p>Week 1: • Phase 3 long vowel sounds CVCC, CCVC Week 2:</p>

	<p><u>HFW:</u> 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</p>	<p>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)</p> <p><u>Tricky Words:</u> put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be</p> <p><u>HFW:</u> 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</p>	<p><u>Tricky Words:</u> was, you, they, my, by, all, are, sure, pure</p> <p><u>HFW:</u> Be able to read/write decodable HFW: will, with, that, this, then, them, see, for, now, down, look, too</p>	<p>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</p> <p><u>Tricky Words:</u> Review all taught so far Secure spelling</p> <p><u>HFW:</u> Be able to read/write decodable HFW: will, with, that, this, then, them, see, for, now, down, look, too</p>	<p>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</p> <p><u>Tricky Words:</u> Review all taught so far Secure spelling</p> <p><u>HFW:</u> 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</p>	<p>• Phase 3 long vowel sounds CCVC, CCCVC, CCV, CCVCC Week 3: • Phase 4 words with –s /s/ at the end, • Phase 4 words with –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</p> <p><u>Tricky Words:</u> Review all taught so far Secure spelling</p> <p><u>HFW:</u> 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</p>
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Communication and Language / Oracy

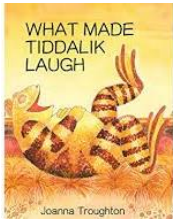
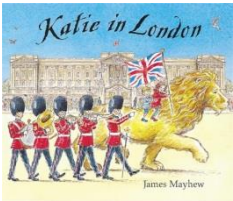
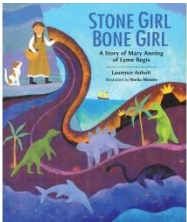
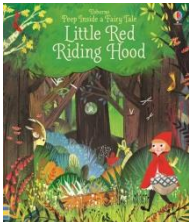
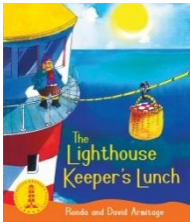
Oracy	Physical	Linguistic	Cognitive	Social and Emotional
	<ul style="list-style-type: none"> • Speak clearly with appropriate volume • Look at who is talking and who you are talking to • Begin to use gestures to support delivery meaning e.g. 	<ul style="list-style-type: none"> • Use talk in play to practice new vocabulary e.g. lighter, heavier • Begin to speak in sentences joining phrases with words such as 'if, because, so, could, but' 	<ul style="list-style-type: none"> • Use 'because' to develop their ideas • Make relevant contributions that match what has been asked • Ask simple questions 	<ul style="list-style-type: none"> • Look at someone who is speaking to them • Wait for a turn. Taking turns to speak, when working in a group

	pointing at parts of a plant they are discussing		<ul style="list-style-type: none"> Describe events that have happened to them in detail 	
Essential Knowledge : Early Learning Goals				
Communication and Language	<ul style="list-style-type: none"> Listening and attention Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. Understanding Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events. Speaking Children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events. 			
Literacy: Reading	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Handle equipment and tools effectively, including pencils for writing. 			
Story Making/ Writing Language Bank	<p>Introduce and revisit:</p> <p>Once upon a time Early one morning And Then Next Until/till But So Finally</p> <p>‘Run’ (he walked and he walked.....)</p> <p>Description – a lean cat</p>			

See Medium Term Plans for more detail on Communication and Language and Literacy progression	

Year 1

Writing (Book Approach)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Text	<p>Core Text: What made Tiddalik Laugh</p> 	<p>Core Text: Katie in London</p> 	<p>Core Text: Stone Girl Bone Girl</p> 	<p>Core Text: Little Red Riding Hood</p> 	<p>Core Text: The Light House Keeper's Lunch</p> 	<p>Core Text: To be decided based on painting</p>
Writing Text Type	<p>Writing Outcome: To retell and perform a folk tale from another country</p> <p>Poem: Linked to National Poetry Day</p>	<p>Writing Outcome: To write a postcard</p>	<p>Writing Outcome: To write a diary entry</p> <p>Rhyming poem</p>	<p>Writing Outcome: To write a Fairy Tale</p>	<p>Writing Outcome: To write Instructions e.g. making a sandwich To write a letter</p>	
Key Grammar and Punctuation	<ul style="list-style-type: none"> regular plural noun suffixes (-s, -es) separation of words with spaces beginning to punctuate sentences using a capital letter and a full stop 	<ul style="list-style-type: none"> Capital letters for names, places, days of the week and pronoun I sentence demarcation (. ! ?) 	<ul style="list-style-type: none"> verb suffixes where root word is unchanged (-ing, -ed, -er) to combine words to make sentences, including using and 	<ul style="list-style-type: none"> to combine words to make sentences, including using and Sequencing sentences to form short narratives un- prefix to change meaning of adjectives/adverbs 	<ul style="list-style-type: none"> Imperative verbs 	

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
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Essential Knowledge (National Curriculum) Year 1

Phonic and Whole Word Spelling	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Handwriting	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it 					
Drafting Writing	<ul style="list-style-type: none"> • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense 					
Editing Writing	<ul style="list-style-type: none"> • discuss what they have written with the teacher or other • pupils 					
Performing Writing	<ul style="list-style-type: none"> • read their writing aloud clearly enough to be heard by their peers and the teacher 					
Vocabulary	<ul style="list-style-type: none"> • leaving spaces between words • joining words and joining clauses using "and" 					
Grammar	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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
	<ul style="list-style-type: none"> • apply phonic knowledge to decode words • speedily read all 40+ 	<ul style="list-style-type: none"> • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at 	<ul style="list-style-type: none"> • becoming very familiar with key stories, fairy stories and traditional tales, retelling them 	<ul style="list-style-type: none"> • learning to appreciate rhymes and poems, and to recite some by heart 	<ul style="list-style-type: none"> • discussing word meanings, linking new meanings to those already known 	<ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary

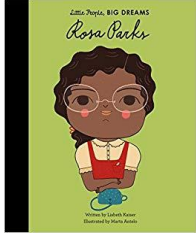
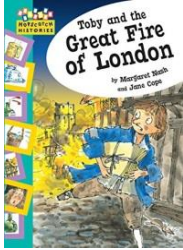
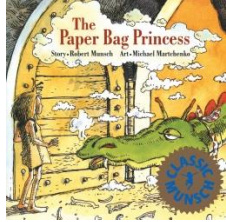



	<p>letters/groups for 40+ phonemes</p> <ul style="list-style-type: none"> • read accurately by blending taught GPC • read common exception words • read common suffixes (-s, -es, -ing, -ed, etc.) • read multisyllable words containing taught GPCs • read contractions and understanding use of apostrophe • read aloud phonically-decodable texts 	<p>which they can read independently</p> <ul style="list-style-type: none"> • being encouraged to link what they read or hear read to their own experiences 	<p>and considering their particular characteristics</p> <ul style="list-style-type: none"> • recognising and joining in with predictable phrases 			<p>provided by the teacher</p> <ul style="list-style-type: none"> • checking that the text makes sense to them as they read and correcting inaccurate reading
	<p>Inference</p> <ul style="list-style-type: none"> • discussing the significance of the title and events • making inferences on the basis of what is being said and done 	<p>Prediction</p> <ul style="list-style-type: none"> • predicting what might happen on the basis of what has been read so far 	<p>Authorial Intent</p> <p>n/a</p>	<p>Non Fiction</p> <p>n/a</p>	<p>Discussing Reading</p> <ul style="list-style-type: none"> • participate in discussion about what is read to them, taking turns and listening to what others say explain clearly their understanding of what is read to them 	
	<p>Reading Little Wandle Phonics (Children also follow the Little Wandle Reading programme using the Collins Big</p>	<p>Little Wandle Phonics: Year 1 Phase 5</p>	<p>Little Wandle Phonics: Year 1 Phase 5</p> <p><u>Focus Phonemes</u></p>	<p>Little Wandle Phonics: Year 1 Phase 5</p> <p><u>Focus Phonemes</u></p>	<p>Little Wandle Phonics: Year 1 Phase 5</p> <p><u>Focus Phonemes</u></p>	<p>Little Wandle Phonics: Year 1 Phase 5</p> <p><u>Focus Phonemes</u></p>

<p>Cat reading books linked to the scheme)</p>	<p>Weeks 1- 3: Revisit phase 3 and 4</p> <ul style="list-style-type: none"> • CVCCc, CCVC, CCVCC, CCVCC, CCCVC • Phase 4 with long vowels <p><u>Focus Phonemes</u></p> <p>Week 4: Learn new Phase 5 graphemes -</p> <ul style="list-style-type: none"> • /ai/ ay play • /ow/ ou cloud • /oi/ oy toy • /ee/ ea each <p>Week 5: Review longer words</p> <p><u>Tricky Words:</u></p> <p>Review</p> <p>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, like, so, do, some, come, love, were, there, little, one, when, out, what, says, here, today</p> <p><u>HFW:</u></p> <p>Be able to read/spell decodable HFW: don't, old, I'm, by,</p>	<p>Week 1:</p> <ul style="list-style-type: none"> • /ur/ ir bird • /igh/ie pie • /oo/, /yoo/ ue, blue, rescue • /yoo/ u unicorn <p>Week 2:</p> <ul style="list-style-type: none"> • /oa/ o go • /igh/ i tiger • /ai/ a paper •/ee/ e he <p>Week 3:</p> <ul style="list-style-type: none"> • /ai/ a-e shake • /igh/ i-e time • /oa/ o-e home • /oo/, / yoo/ u-e rude, cute <p>Week 4:</p> <ul style="list-style-type: none"> • /ee/ e-e these • /oo/, /yoo/ ew chew, new • /ee/ ie shield •/or/ aw claw <p>Week 5: Grow the code</p> <ul style="list-style-type: none"> • /igh/ ie, i, i-e • /ai/ ay, a a-e • /oa/ oa, o, o-e • /ee/ e, ie, e-e, ea • /oo/ /yoo/ ew u-e u eu <p><u>Tricky Words/ HFW:</u></p> <p>Be able to read/spell tricky HFW: their, people, oh, your, Mr, Mrs, Ms, ask, could,</p>	<p>Week 1:</p> <ul style="list-style-type: none"> • /ee/ y funny • /e/ ea head • /w/ wh wheel • /oa/ oe ou toe shoulder <p>Week 2:</p> <ul style="list-style-type: none"> • /igh/ y fly • /oa/ ow snow • /j/ g giant • /f/ ph phone <p>Week 3:</p> <ul style="list-style-type: none"> • /l/ le al apple metal • /s/ c ice • /v/ ve give <p>Week 4:</p> <ul style="list-style-type: none"> • /u/ o-e o ou some mother young • /z/ se cheese • /s/ se ce mouse fence • /ee/ ey donkey <p>Week 5: Grow the code:</p> <ul style="list-style-type: none"> • /oo/ u ew ue u-e ui ou oo fruit soup • /ee/ ea e e-e ie ey ee • /s/ c se ce ss • /z/ se s zz • /oa/ ow oe ou o-e o ao <p><u>Tricky Words/ HFW:</u></p> <p>Be able to read/spell tricky HFW: any, many, again, who,</p>	<p>Week 1:</p> <ul style="list-style-type: none"> • /ur/ or word • /oo/ u oul awful would • /air/ are share • /or/ au aur oor al author dinosaur floor walk <p>Week 2:</p> <ul style="list-style-type: none"> • /ch/ tch match • /ch/ ture adventure • /ar/ al half • /ar/ a father <p>Week 3:</p> <ul style="list-style-type: none"> • /or/ a water • schwa in longer words: different • /o/ a want • /air/ ear ere bear there <p>Week 4:</p> <ul style="list-style-type: none"> • /ur/ ear learn • /r/ wr wrist • /s/ st sc whistle science • schwa at the end of words: actor <p>Week 5:</p> <ul style="list-style-type: none"> • /c/ ch school • /sh/ ch chef • /z/ ze freeze <p><u>Tricky Words/ HFW</u></p> <p>Be able to read/spell tricky HFW: once, laugh, because, eye</p>	<p>Week 1:</p> <ul style="list-style-type: none"> • ay play • a-e shake •ea each • e he <p>Week 2:</p> <ul style="list-style-type: none"> • ie pie • i-e time • o go • o-e home <p>Week 3:</p> <ul style="list-style-type: none"> • ue blue rescue • ew chew new • u-e rude cute <p>Week 4:</p> <ul style="list-style-type: none"> • aw claw • ea head • ir bird • ou cloud • oy toy <p>Week 5:</p> <ul style="list-style-type: none"> • i tiger • a paper • ow snow • u unicorn <p>Week 6:</p> <ul style="list-style-type: none"> • ph phone • wh wheel • ie shield • g giant <p>No new tricky words/ HFW</p>	<p>Week 1:</p> <ul style="list-style-type: none"> • /ai/ eigh aigh ey ea eight straight grey break • /n/ kn gn knee gnaw • /m/ mb thumb • /ear/ ere eer here deer <p>Week 2:</p> <ul style="list-style-type: none"> • /zh/ su si treasure vision • /j/ dge bridge • /i/ y crystal <p>Week 3:</p> <ul style="list-style-type: none"> • /j/ ge large • /sh/ ti ssi si ci potion mission mansion delicious <p>Week 4:</p> <ul style="list-style-type: none"> • /or/ augh our oar ore daughter pour oar more • review <p>Week 5: review</p> <p><u>Tricky Words/ HFW</u></p> <p>Be Able to read/spell tricky HFW: busy, beautiful, pretty, hour, move, improve, parents, shoe</p>
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	time, day, made, came, make, here, saw, house, very, about, your	would, should, our, house, mouse, water, want	whole, where, two, school, call, different, thought, through, friend, work					
Spoken Language/ Oracy								
National Curriculum Spoken Language	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play/improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication 							
Oracy	Physical		Linguistic		Cognitive		Social and Emotional	
	<ul style="list-style-type: none"> • Speak clearly and confidently in a range of contexts • Use appropriate tone of voice in the right context e.g. To project their voice to a large audience. • Continue to use gesture to support delivery e.g. pointing at parts of a plant they are discussing 		<ul style="list-style-type: none"> • Speak in sentences using joining phrases to link ideas • Using vocabulary appropriately specific to the topic in hand e.g. lighter/heavier rather than bigger and smaller • Take opportunities to try out new language, even if it is not always correctly used • Use sentence stems to link to other's ideas in group discussion e.g. 'I agree with... because...' 'linking to...' • Use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally 		<ul style="list-style-type: none"> • Offer reasons for their opinions • Recognise when they haven't understood something and ask a question • Disagree with someone else's opinion politely • Explain ideas and events in chronological order 		<ul style="list-style-type: none"> • Listen and respond appropriately to others • Be willing to change their mind based on what they have heard • Begin to organise group discussions independently of an adult 	

Year 2

Writing (Book Approach)

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

Key Grammar and Punctuation	<ul style="list-style-type: none"> subordination (using when, if, that, or because) and coordination (using or, and, or but) past tense 	<ul style="list-style-type: none"> past tense apostrophes for omission & singular possession Command sentences 	<ul style="list-style-type: none"> expanded noun phrases to describe and specify subordination (using when, if, that, or because) and coordination (using or, and, or but) 	<ul style="list-style-type: none"> sentences with different forms: statement, question, command expanded noun phrases to describe and specify commas in lists 	<ul style="list-style-type: none"> suffixes to form new words (-ful, -er, -ness) sentences with different forms: statement, question, command, exclamation past progressive tense 	
Story Making / Writing Language Bank	<p>Review: One day after/after that And so if Then now But Because Until/till</p> <p>Adverbs: Luckily/unfortunately,</p> <p>Introduce: Adverbs: eventually</p>	<p>Review: Today Early one morning First by the next morning to his/ her/ my amazement suddenly Next soon/as soon as</p> <p>Simile using 'like' Adjectives to describe: a lean cat Prepositions: down, into, over, out, onto, inside, towards Adverbs: suddenly, immediately</p> <p>Introduce: Behind, above, outside</p>	<p>Review : Once upon a time in the end finally At that moment who when thatwhere or so that</p> <p>.... happily ever after</p> <p>'Run' & repetition for effect</p> <p>Introduce: Although Howeverto.....</p> <p>Simile using 'like'</p>	<p>Review: Alliteration Adjectives to describe</p>	<p>Consolidate</p>	<p>Consolidate</p>
Alan Peat Sentence types	<ul style="list-style-type: none"> BOYS sentences 	<ul style="list-style-type: none"> 2A sentences 	<ul style="list-style-type: none"> 2A sentences BOYS sentences 	<ul style="list-style-type: none"> 2A sentences List Sentences All the W's 	<ul style="list-style-type: none"> Short 2A sentences BOYS sentences 	

Essential Knowledge (National Curriculum) Year 2

Essential Knowledge (National Curriculum) Year 2						
Phonic and Whole Word Spelling	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • write from memory simple sentences dictated by the teacher • that include words using the GPCs, common exception words • and punctuation taught so far. 					
Handwriting	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes 					
Planning Writing	<ul style="list-style-type: none"> • planning or saying out loud what they are going to write about 					
Drafting Writing	<ul style="list-style-type: none"> • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence 					
Editing Writing	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • read aloud what they have written with appropriate intonation to make the meaning clear 					

Vocabulary	<ul style="list-style-type: none"> expanded noun phrases to describe and specify
Grammar	<ul style="list-style-type: none"> 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 demarcation commas in lists apostrophes for omission & singular possession
Punctuation	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. Everything failed. The door opened. What's wrong?	1-3 word sentences possibly with an exclamation mark or question mark. 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
	<ul style="list-style-type: none"> 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 sounding and blending 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases 	<ul style="list-style-type: none"> 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
	Inference	Prediction	Authorial Intent	Non Fiction	Discussing Reading	
	<ul style="list-style-type: none"> making inferences on the basis of what is being said and done answering and asking questions 	<ul style="list-style-type: none"> predicting what might happen on the basis of what has been read so far 	n/a	<ul style="list-style-type: none"> being introduced to non-fiction books that are structured in different ways 	<ul style="list-style-type: none"> 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.				
Spoken Language/ Oracy					
National Curriculum Spoken Language	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play/improvisations and debates gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others <p>select and use appropriate registers for effective communication</p>				
Oracy	Physical	Linguistic	Cognitive	Social and Emotional	
	<ul style="list-style-type: none"> Speak clearly and confidently with appropriate volume and pace in a range of contexts Gestures start to become increasingly natural to support speech e.g. gesturing towards someone if referencing their idea Use body language to show active listening and support meaning when speaking e.g. nodding along, facial expressions 	<ul style="list-style-type: none"> Speaking in sentences using joining phrases to create longer sentences Adapt how to speak in different situations according to the audience e.g. asking questions of a museum curator or having a conversation with a visitor to the classroom Use sentence stems to signal when they are building or challenging others’ ideas in group’ 	<ul style="list-style-type: none"> Ask questions to find out more about a subject Build on others’ ideas in discussions Make connections between what has been said and their own and others’ experiences 	<ul style="list-style-type: none"> Start to develop an awareness of audience e.g. what might interest a certain group Start to show awareness of others who have not spoken and invite them into the discussion e.g. saying their name, asking them a question, turning to them Recite/deliver short preprepared material to an audience 	

Year 3

Writing (Book Approach)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Text	<p>Core Text: A Long Walk to Freedom</p> 	<p>Core Text: The Thames and Tide Club: Secret City/ A River</p>  	<p>Core Text: The Firework Maker's Daughter(WCR)/ Tom and the Island of Dinosaurs</p>  	<p>Core Text: Around the World in 80 Days</p> 	<p>Core Text: Stig of the Dump (WCR)/ Stone Age Boy</p>  	<p>Core Text: To be decided based on painting The Courtyard of a House in Delft' by Pieter de Hooch.</p> 
Text Type	<p>Writing Outcome: To write a historical recount about Nelson Mandela</p>	<p>Writing Outcome: To write a setting description</p>	<p>Writing Outcome: To write an adventure story</p>	<p>Writing Outcome: Geographical writing To write a travel guide or blog</p>	<p>Writing Outcome: To write a historical narrative set in the Stone Age</p>	<p>Writing Outcome:</p>
Additional Writing	<p>To write a poem</p>	<p>To write an advert</p>	<p>Historical writing To write a historical personal recount about the eruption of Pompei</p>	<p>Scientific Writing: Write information labels for a rock exhibit at a museum</p>		
Key Grammar and Punctuation	<ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although 	<ul style="list-style-type: none"> using conjunctions, adverbs and prepositions to express time and cause (and place) 	<ul style="list-style-type: none"> form nouns using prefixes (super-, anti-) using conjunctions, adverbs and prepositions to express time and cause (and place) 	<ul style="list-style-type: none"> use the correct form of 'a' or 'an' word families based on common words (solve, solution, dissolve, insoluble) 	<ul style="list-style-type: none"> using and punctuating direct speech (i.e. Inverted commas) 	

	<ul style="list-style-type: none"> choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 			<ul style="list-style-type: none"> in non-narrative material, using simple organisational devices (headings & subheadings) 		
Alan Peat Sentence types	<ul style="list-style-type: none"> 		<ul style="list-style-type: none"> As-ly 	<ul style="list-style-type: none"> __ing, __ed 	<ul style="list-style-type: none"> Doubly –ly ending 	
Story Making / Writing Language Bank	<p>Review: KS1 Story making and written language bank (see above)</p> <p>Introduce: later when/whenever without warning</p> <p>‘Where’ starter, eg At the end of the lane</p>					
Essential Knowledge (National Curriculum) Year 3						
Phonic and Whole Word Spelling	<ul style="list-style-type: none"> spell further homophones spell words that are often misspelt (Appendix 1) 					
Other Word Building Spelling	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 					
Handwriting	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> organising paragraphs around a theme 					

	<ul style="list-style-type: none"> in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices (headings & subheadings)
Editing Writing	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> using and punctuating direct speech (i.e. Inverted commas)
Grammatical Terminology	<ul style="list-style-type: none"> 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	<p>As the rain came down heavily, the children ran for shelter.</p> <p>As the wind screamed wildly, the lost giant lumbered along the path.</p> <p>As the water heats up quickly, a change of state happens called 'evaporation'.</p>	<p>The first part of the sentence opens with an action description which starts with the word As... and ends with an adverb.</p> <p>The second part of the sentence is a description of a related, and often consequential, action.</p>
__ing, __ed	<p>Walking in the bush, she stopped at the sight of a crocodile facing her.</p> <p>Running near the beach, he halted as the ground gave way.</p> <p>Jumping quickly through the air, she landed on her feet before sprinting away</p>	<p>The sentence must begin with a subordinate clause which begins with a verb ending in 'ing', followed by the location of the action.</p> <p>Focus on the use of prepositions in the first part of the sentence (subordinate clause) to explain where the action is happening.</p>
Doubly –ly ending	<p>He swam slowly and falteringly.</p> <p>He rode determinedly and swiftly.</p> <p>He laughed loudly and heartily.</p> <p>He tiptoed quietly and carefully</p>	<p>The sentence must end in two adverbs which add detail to and describe how the verb within the sentence is being carried out.</p>

Reading



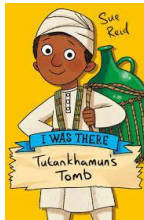

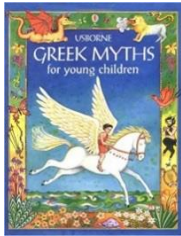

The core texts identified above are used for Whole Class Reading sessions. We also use other books, poems and extracts that complement the core text and topics being studied in History, Geography and Science. This helps to re-enforce new vocabulary and deepen understanding

Reading	Decoding	Range of Reading	Familiarity with Texts	Poetry and Performance	Word Meanings	Understanding
	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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	
<ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> • predicting what might happen from details stated and implied 	<ul style="list-style-type: none"> • discussing words and phrases that capture the reader's interest and imagination • identifying how language, structure, and presentation contribute to meaning 	<ul style="list-style-type: none"> • retrieve and record information from non-fiction 	<ul style="list-style-type: none"> • 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.					
Spoken Language/ Oracy						

<p>National Curriculum Spoken Language</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play/improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others <p>select and use appropriate registers for effective communication</p>			
<p>Oracy</p>	<p>Physical</p>	<p>Linguistic</p>	<p>Cognitive</p>	<p>Social and Emotional</p>
	<ul style="list-style-type: none"> • Deliberately selects gestures that support the delivery of ideas e.g. gesturing towards someone if referencing their ideas • Deliberately varies tone of voice in order to convey meaning e.g. speaking authoritatively during an expert talk • Consider position and posture when addressing an audience 	<ul style="list-style-type: none"> • Be able to use specialist language to describe their own and others' talk • Use specialist vocabulary e.g. speak like an archaeologist • Make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable' 	<ul style="list-style-type: none"> • Offer opinions that aren't their own e.g. taking on the role of ... • Begin to reflect on discussions and their own oracy skills and identify areas of strength and areas to improve • Reach shared agreement in discussions 	<ul style="list-style-type: none"> • Speak with confidence in front of an audience • Begin to recognise different roles within group talk e.g. chairperson • Adapt the content of their speech for a specific audience

Year 4

Writing (Book Approach)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Text	<p>Core Text: Coming to England</p> 	<p>Core Text: The Journey/ The Boy ate the Back of the Class (WCR)</p> 	<p>Core Text: I was there: Tutankhamun's Tomb Secrets of The Sun King</p>  		<p>Core Text: Greek Myths</p> 	<p>Core Text: To be decided based on painting The Courtyard of a House in Delft' by Pieter de Hooch.</p> 
Text Type	<p>Writing Outcome: Historical writing Historical Recount – write a recount of coming to Britain on Windrush</p>	<p>Writing Outcome: Personal Narrative – diary of a refugee</p>	<p>Writing Outcome: Newspaper article – Discovery of Tutankhamun's tomb</p>	<p>Writing Outcome: Mystery Story set in Egypt</p>	<p>Writing Outcome: Write a Greek Myth</p>	<p>Writing Outcome:</p>
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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> using fronted adverbials using commas after fronted adverbials extending the range of sentences with more than one clause by using a wider range of conjunctions, 	<ul style="list-style-type: none"> using and punctuating direct speech (including punctuation within and surrounding inverted commas) 	<ul style="list-style-type: none"> Standard English verb inflections (I did vs I done) extended noun phrases, including with prepositions 	<ul style="list-style-type: none"> difference between plural and possessive -s indicating possession by using the possessive apostrophe with singular and plural nouns extending the range of 	

	clarity and cohesion and to avoid repetition	including when, if, because, although			sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	
Alan Peat Sentence types	<ul style="list-style-type: none"> With a(n) action, more action 	<ul style="list-style-type: none"> Emotion, comma 	<ul style="list-style-type: none"> With a(n) action, more action 	<ul style="list-style-type: none"> 2A Sentences Verb, person 	<ul style="list-style-type: none"> 	
	Introduce: 'How' starter, eg Slowly, ...					
Essential Knowledge (National Curriculum) Year 4						
Phonic and Whole Word Spelling	<ul style="list-style-type: none"> spell further homophones spell words that are often misspelt (Appendix 1) 					
Other Word Building Spelling	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 					
Handwriting	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices 					
Editing Writing	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> using fronted adverbials difference between plural and possessive -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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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



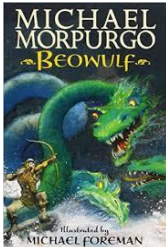
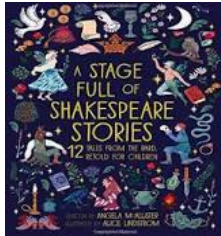
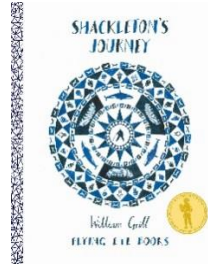

Reading	Decoding	Range of Reading	Familiarity with Texts	Poetry and Performance	Word Meanings	Understanding
	<ul style="list-style-type: none"> apply their growing 	<ul style="list-style-type: none"> listening to and discussing a wide 	<ul style="list-style-type: none"> increasing their familiarity with a 	<ul style="list-style-type: none"> preparing poems and play scripts 	<ul style="list-style-type: none"> using dictionaries to check the 	<ul style="list-style-type: none"> checking that the text makes sense

	<p>knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</p> <ul style="list-style-type: none"> • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<p>range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <ul style="list-style-type: none"> • reading books that are structured in different ways and reading for a range of purposes 	<p>wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <ul style="list-style-type: none"> • identifying themes and conventions in a wide range of books 	<p>to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <ul style="list-style-type: none"> • recognising some different forms of poetry 	<p>meaning of words that they have read</p> <ul style="list-style-type: none"> • continue to develop breadth of vocabulary including understanding the roots of words and making connections between words 	<p>to them, discussing their understanding and explaining the meaning of words in context</p> <ul style="list-style-type: none"> • 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	
	<ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> • predicting what might happen from details stated and implied 	<ul style="list-style-type: none"> • discussing words and phrases that capture the reader's interest and imagination • identifying how language, structure, and presentation contribute to meaning 	<ul style="list-style-type: none"> • retrieve and record information from non-fiction 	<ul style="list-style-type: none"> • 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.					
Spoken Language/ Oracy						
National Curriculum Spoken Language	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary 					

	<ul style="list-style-type: none"> • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play/improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others <p>select and use appropriate registers for effective communication</p>			
Oracy	<p>Physical</p> <ul style="list-style-type: none"> • Deliberately select movement and gesture when addressing an audience • To use pauses for effect in presentational talk e.g. when telling an anecdote or joke • Use the appropriate tone of voice in the right context e.g. speaking calmly when resolving an issue in the playground 	<p>Linguistic</p> <ul style="list-style-type: none"> • Carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of the talk e.g. to persuade or to entertain 	<p>Cognitive</p> <ul style="list-style-type: none"> • Give supporting evidence e.g. citing a text (using sentence stems) a previous example or a historical event • Ask probing questions • Reflect on their own oracy skills and identify areas of strength and areas to improve and begin to set own targets 	<p>Social and Emotional</p> <ul style="list-style-type: none"> • Use more natural and subtle prompts for turn taking • Start to develop empathy with an audience • Consider the impact of their words on others when giving feedback

Year 5

Writing (Book Approach)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Text	<p>Core Text: Freedom</p> 	<p>Core Text: The Time Travel Diaries</p> 	<p>Core Text: Beowulf</p> 	<p>Core Text: Choice of Shakespeare Play</p> 	<p>Core Text: Shackleton's Journey</p> 	<p>Core Text: To be decided based on painting The Courtyard of a House in Delft by Pieter de Hooch.</p> 
Text Type	<p>Writing Outcome: Persuasive writing – abolition of slavery</p>	<p>Writing Outcome: Historical Writing Write an historical adventure story set in Roman London</p>	<p>Writing Outcome: Write a myth or legend</p>	<p>Writing Outcome: Linked to chosen play (e.g. Macbeth – 2 sided argument, Midsummer Night's Dream – natural setting description)</p>	<p>Writing Outcome: Write a historical recount of Shackleton's expedition Persuasive writing on an aspect of climate change</p>	<p>Writing Outcome:</p>
Additional Writing	<p>Write a poem</p>	<p>Write a setting description – Miithraeum</p>	<p>Write a character description</p>	<p>Scientific Writing: Design and write an experiment</p>	<p>Geographical writing: Persuasive writing on an aspect of climate change/ advert</p>	
Key Grammar and Punctuation	<ul style="list-style-type: none"> using brackets, dashes or commas to indicate parenthesis 	<ul style="list-style-type: none"> using the perfect form of verbs to mark relationships of time and cause using brackets, dashes or commas to indicate parenthesis 	<ul style="list-style-type: none"> devices to build cohesion, including adverbials of time, place and number converting nouns or adjectives into verbs 	<ul style="list-style-type: none"> using modal verbs or adverbs to indicate degrees of possibility verb prefixes 	<ul style="list-style-type: none"> using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun using commas to clarify meaning or 	

					avoid ambiguity in writing	
Alan Peat Sentence types	<ul style="list-style-type: none"> Name – adjective pair – sentences 	<ul style="list-style-type: none"> 2 pairs sentences O. (I.) 	<ul style="list-style-type: none"> __ed 	<ul style="list-style-type: none"> 3 bad – (dash) question? 	<ul style="list-style-type: none"> Noun, which/who/where 	
	<p>Introduce: While/meanwhile/When/whenever Elaborate, eg Early one frosty morning In an instant Out of the blue</p>					
Essential Knowledge (National Curriculum) Year 5						
Phonic and Whole Word Spelling	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 					
Handwriting	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> noting and developing initial ideas, drawing on reading and research where necessary 					
Drafting Writing	<ul style="list-style-type: none"> 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 					
Editing Writing	<ul style="list-style-type: none"> 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 					

	<ul style="list-style-type: none"> proofread for spelling and punctuation errors
Performing Writing	<ul style="list-style-type: none"> perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Vocabulary	<ul style="list-style-type: none"> use a thesaurus using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility
Grammar	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> using commas to clarify meaning or avoid ambiguity in writing using brackets, dashes or commas to indicate parenthesis
Grammatical Terminology	<ul style="list-style-type: none"> 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.	Starts 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: <ul style="list-style-type: none"> 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.)	<p>She told the little girl not to be so naughty. (Inside, however, she was secretly amused by what she had done.)</p> <p>I was delighted (but I felt scared that something was about to go wrong).</p> <p>Bravely I looked behind me (but I was deeply worried).</p>	<p>The first sentence tells the reader a character’s outward action and the second reveals their true feelings.</p> <p>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.</p>
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Reading

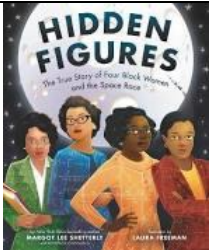
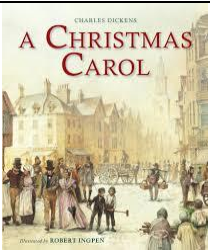
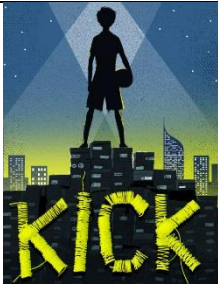

The core texts identified above are used for Whole Class Reading sessions. We also use other books, poems and extracts that complement the core text and topics being studied in History, Geography and Science. This helps to re-enforce new vocabulary and deepen understanding

Reading	Decoding	Range of Reading	Familiarity with Texts	Poetry and Performance	Word Meanings	Understanding
	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> continue to develop breadth of vocabulary including understanding the roots of words and making connections between words 	<ul style="list-style-type: none"> 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
	<p style="text-align: center;">Inference</p> <ul style="list-style-type: none"> drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and 	<p style="text-align: center;">Prediction</p> <ul style="list-style-type: none"> predicting what might happen from details stated and implied 	<p style="text-align: center;">Authorial Intent</p> <ul style="list-style-type: none"> identifying how language, structure and presentation contribute to meaning 	<p style="text-align: center;">Non Fiction</p> <ul style="list-style-type: none"> distinguish between statements of fact and opinion retrieve, record and present 	<p style="text-align: center;">Discussing Reading</p> <ul style="list-style-type: none"> 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 	

	justifying inferences with evidence		<ul style="list-style-type: none"> discuss and evaluate how authors use language, including figurative language, considering the impact on the reader 	information from non fiction	<ul style="list-style-type: none"> 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.				
Spoken Language/ Oracy					
National Curriculum Spoken Language	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play/improvisations and debates gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others <p>select and use appropriate registers for effective communication</p>				
Oracy	Physical	Linguistic	Cognitive	Social and Emotional	
	<ul style="list-style-type: none"> Deliberately varies tone of voice in order to convey meaning e.g. speaking authoritatively during an expert talk, or speaking with pathos when telling a sad part of a story Project their voice to a large audience 	<ul style="list-style-type: none"> Use an increasingly sophisticated range of sentence stems with fluency and accuracy to cite evidence and ask probing questions Consider the words and phrases used to express their ideas and how this supports the purpose of talk 	<ul style="list-style-type: none"> Draw upon knowledge of the world to support their own point of view and explore different perspectives To be able to give supporting evidence e.g. citing a text, a previous example or a historical event 	<ul style="list-style-type: none"> Listen for extended periods of time including notetaking, drawing visual Adapt the content of their speech for a specific audience e.g. use of humour Speak with flair and passion 	

	<ul style="list-style-type: none"> • Gestures become increasingly natural • Consciously adapt tone, pace and volume of voice within a single context. 		<ul style="list-style-type: none"> • Identify when a discussion is going off topic and be able to bring it back on track with support and use of sentence stems e.g. That might be true, however what do you think about ...? 	
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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	<ul style="list-style-type: none"> Using semi-colons and dashes to mark independent clauses using the perfect form of verbs to mark relationships of time and cause 	<ul style="list-style-type: none"> Using hyphens to avoid ambiguity use of ellipsis 	<ul style="list-style-type: none"> Using colons to separate independent clauses differences in informal and formal language recognising vocabulary and structures that are appropriate 	<ul style="list-style-type: none"> Using a semi-colon to replace but Using bullet points consistently using passive verbs to affect the presentation of information in a sentence 	<ul style="list-style-type: none"> for formal speech and writing, including subjunctive forms 	<ul style="list-style-type: none"> Using a colon to introduce a list synonyms & Antonyms

Alan Peat Sentence types	<ul style="list-style-type: none"> Emotion-Consequence 	<ul style="list-style-type: none"> The more, the more 	<ul style="list-style-type: none"> De:De sentence 	<ul style="list-style-type: none"> Some; other Tell: show 3 examples ; sentences 	<ul style="list-style-type: none"> 	
	Introduce: Personification					
Essential Knowledge (National Curriculum) Year 6						
Phonic and Whole Word Spelling	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 					
Handwriting	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> noting and developing initial ideas, drawing on reading and research where necessary 					
Drafting Writing	<ul style="list-style-type: none"> 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 					
Editing Writing	<ul style="list-style-type: none"> 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 					

	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Vocabulary	<ul style="list-style-type: none"> use a thesaurus using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility
Grammar	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

Alan Peat Sentence Types

Sentence Type	Example	Rule
De:De Sentence	<p>The vampire is a dreadful creature: It kills by sucking all the blood from its victims.</p> <p>Snails are slow: They take hours to cross the shortest of distances.</p> <p>I was exhausted: I hadn't slept for more than two days.</p>	<p>Two independent clauses (they make sense on their own) are separated by a colon (:)</p> <ul style="list-style-type: none"> o The first clause is descriptive o The second adds further detail
Some; others	<p>Some people like football; others hate it.</p> <p>Some days are full of enjoyment; others are long and boring.</p> <p>Some dogs were running around happily; others looked tired.</p>	<p>Some; others sentences begin with the word some and have a semi-colon to replace the word but.</p> <p>There is no capital letter after the semi-colon.</p>
Imagine 3 examples:	<p>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</p>	<p>Sentence begins with</p> <ul style="list-style-type: none"> - 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. 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 a two part sentence. The first part tells the reader a broad-ranging fact/opinion. 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
	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> continue to develop breadth of vocabulary including understanding the roots of words and making connections between words 	<ul style="list-style-type: none"> 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

		range of purposes making comparisons within and across books	<ul style="list-style-type: none"> identifying and discussing themes and conventions in and across a wide range of writing 			one paragraph, identifying key details to support the main ideas
	Inference	Prediction	Authorial Intent	Non Fiction	Discussing Reading	
	<ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> predicting what might happen from details stated and implied 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> distinguish between statements of fact and opinion retrieve, record and present information from non fiction 	<ul style="list-style-type: none"> 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.					
Spoken Language/ Oracy						
National Curriculum Spoken Language	Pupils should be taught to: <ul style="list-style-type: none"> listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play/improvisations and debates 					

	<ul style="list-style-type: none"> • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication 			
Oracy	Physical	Linguistic	Cognitive	Social and Emotional
	<ul style="list-style-type: none"> • Speak fluently in front of an audience. • Have a stage presence Consciously adapt, tone, pace and volume of voice 	<ul style="list-style-type: none"> • Use and innovate an increasingly sophisticated range of sentence stems with fluency and accuracy • Vary sentence structures and length for effect when speaking • Be comfortable using idioms and expressions 	<ul style="list-style-type: none"> • Construct a detailed argument or complex narrative • Spontaneously respond to and offer increasingly complex questions, citing evidence where appropriate • Reflect on their own and others' oracy skills and identify how to improve. 	<ul style="list-style-type: none"> • Use humour effectively • Begin to be able to read a room or a group and take action accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions