

St James' Catholic Primary School

English progression

Whole school





<u>Yr</u>	<u>Aut 1</u>	<u>Aut 2</u>	<u>Spr 1</u>	<u>Spr 2</u>	<u>Sum 1</u>	<u>Sum 2</u>
FS1	Recounts (All about me) Information texts (Autumn) Nursery Rhymes	Stories with a repetitive pattern Information texts Stories with historical setting	Information texts Stories from other cultures	Traditional Tales/Nursery Rhymes	Non fiction texts Stories on a theme	Non fiction texts Stories on a theme Nursery Rhymes
FS2	Recounts (All about me) Information texts (Autumn) Fiction texts	Stories from other cultures Information texts Stories with a historical setting	Information texts Stories from other cultures	Traditional Tales Stories with a historical setting	Non fiction texts Stories on a theme	Non fiction texts Stories on a theme Traditional Tales
Y1	Stories by the same author- Oliver Jeffers Non- chronological reports Traditional Rhymes	Repetitive patterned stories Instructions Poems- Alliterative List	Traditional Tales Recounts	Stories with a familiar setting Poems on a theme	Stories from other cultures Non fiction text booklets	Stories with a fantasy setting Poems by heart
Y2	Stories with a familiar setting Persuasion Letters	Stories by the same author- Jonny Duddle Poetry- Acrostic	Animal Adventure Stories Poetry - Performance	Traditional Tales with a Twist Instructions	Stories on a theme- Tiny Creatures Non Chronological Reports	Classic Literature Poems- Shape
Y3	Fables Playscripts Discussion	Folk Tales Poetry with structure- Quatrain (Four line poem Rhyming structure AABB ABAB)	Persuasion- Letters Story as a theme Recount- Diaries	Mystery stories Explanations Texts linked to the Stone Age Performance Skills	Novel as a theme (Significant Author) Non Chronological reports Poetry- Performance	Biography Poems with structure – HaiKu/Tanka
Y4	Latin/ South American Folk Tales Debate (Deforestation/Use of Palm Oil) Information Booklets	Stories with Fantasy settings Recount- Newspaper Reports Film	Stories with a Theme (Immigration) Classic Poetry	Novel as a theme Poetry with Structure Persuasion	Stories with Issues and Dilemmas Explanation Texts	Fairy Tales Non-Chronological Reports
Y5	Poems with Figurative Language Greek Myths Explanation Texts	Science Fiction Stories Persuasion	Stories with a Historical setting Non Chronological Reports	Classic Narrative Poetry Information Booklets	Novel as a theme Biographies Magazine hybrid	Stories from other cultures Debate
Y6	Detective/ Crime Fiction Biographies & Autobiographies	Older Literature Playscripts Classic Narrative Poetry	Classic Fiction Short Stories with Flashbacks	Debates/Discussion Poems with Imagery	Novel as a Theme Poems on a theme: Formal and informal Writing	Poetry: Songs and Lyrics Information text Consolidation/ Transition



Spelling

	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Develop speaking and listening skills as preparatory to learning phonic knowledge and skills;</p> <p>Receive high quality phonic work at the stage they are working at</p> <p>Ensure all children leave nursery with the key skills needed to develop as fluent readers</p>	<p>Phonics GPC recognition (hear, say, read letters) oral blending, blending for reading</p> <p>Orally blend sound to make simple words</p> <p>Decode a number of regular words using Phase 2 Phonemes</p> <p>Phase 3 phonemes/Phase 4 (Combination of adjacent consonants) with build and blend strategy</p> <p>Link sounds to letters, naming and sounding letters of the alphabet</p> <p>Use decoding to read, using build and blend strategy, towards automatically reading known words</p> <p>Blend phonemes to read to read a range of words using build and blend towards automaticity, fluency and accuracy.</p> <p>Use phonic knowledge to attempt unknown words.</p>	<p>Spell words containing the 40+ phonemes already taught</p> <p>Spell common exception words</p> <p>Spell days of the week</p> <p>Name letters of the alphabet in order</p> <p>Use spelling rule for adding 's' and 'es' to make plurals</p> <p>Use 'ing' 'ed' 'er' and 'est' when no change is needed to the root word</p>	<p>Phase 5 GPCs including polysyllabic words.</p> <p>Homophones (<i>sea/see, be/bee, blue/blew, to/two/too, here/hear, one/won, sun/son, new/knew, there, their, they're</i>)</p> <p>Proofreading: using word banks for common exception words</p> <p>/aɪ/ spelt 'i' in common exception words (<i>find, kind, mind, behind, child, wild, climb</i>)</p> <p>/s/ sound spelt 'c' before 'e', 'i' and 'y'</p> <p>/n/ sound spelt 'kn' and 'gn' at the beginning of words</p> <p>/o/ spelt 'a' after 'w' and 'qu'</p> <p>/ʒ/ spelt 's', segmentation and syllable clapping.</p> <p>Adding '-es' to nouns and verbs ending in 'y'</p> <p>Adding suffixes '-ful', '-less' and '-ly'</p>	<p>Rarer GPCs: words with the /eɪ/ sound spelt 'ei' (<i>vein</i>), 'eigh' (<i>eight</i>), 'aigh' (<i>straight</i>) or 'ey' (<i>they</i>)</p> <p>Homophones (<i>brake/break, grate/great, eight/ate, weight/wait, son/sun, heel/heal/he'll, plain/plane, groan/grown and rain/rein/reign</i>)</p> <p>Prefixes 'mis-' and 're-'</p> <p>The /ɪ/ sound spelt 'y'</p> <p>Words ending with the</p> <p>/g/ sound spelt '-gue' and the /k/ sound spelt '-que' (French in origin)</p> <p>Prefixes 'sub-' and 'tele-'</p> <p>Words with the /ʃ/ sound spelt 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure)'</p> <p>Teach suffixes '-less' and '-ly'</p> <p>Prefixes 'super-' and 'auto-'</p> <p>Words with the /k/ sound spelt 'ch' (Greek</p>	<p>Words ending /zə/ e.g. pleasure</p> <p>Prefixes 'in-', 'il-', 'im-' and 'ir-'</p> <p>Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed')</p> <p>The /g/ sound spelt 'gu'</p> <p>Words with endings sounding like /tʃə/ spelt '-ture'</p> <p>Words with endings sounding like /tʃə/ spelt '-ture'</p> <p>Prefixes 'anti-' and 'inter-'</p> <p>Endings that sound like /ʃən/ spelt '-cian', '-sion', '-tion' and '-ssion'</p> <p>Words with the /s/ sound</p> <p>Homophones spelt 'sc' (Latin in origin)</p> <p>Endings that sound like /ʃən/ spelt 'sion'</p> <p>Suffix '-ous'</p> <p>Prefixes 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'</p>	<p>Words with the letter string 'ough'</p> <p>Words with 'silent' letters</p> <p>Words ending in '-able' and '-ible'</p> <p>Homophones (<i>isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed, led/lead, steel/steal, alter/altar, cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose</i>)</p> <p>Use of the hyphen</p> <p>Rare GPCs (<i>bruise, guarantee, immediately, vehicle, yacht</i>)</p> <p>Words ending in '-ably' and '-ibly'</p> <p>Words with the /i:/ sound spelt 'ei'</p> <p>'ei' and 'ie' words</p>	<p>Words ending '-able'/'-ably', and '-ible'/'-ibly'</p> <p>Adding suffixes beginning with vowels to words ending in '-fer'</p> <p>Endings that sound like /ʃəs/ spelt '-cious' or '-tious'</p> <p>Words with 'ough' letter string</p> <p>Words ending '-cial' and '-tial'</p> <p>Homophones (<i>dessert/desert, stationery/stationary, complement/compliment, principle/principal, prophet/profit</i>)</p> <p>Words ending in 'ant', '-ance' and '-ancy'</p> <p>Words ending '-ent', '-ence' and '-ency'</p> <p>Homophones (<i>draught/draft, dissent/descent, precede/proceed, wary/weary</i>)</p>



			<p>Contractions (can't, didn't, hasn't, it's, couldn't, I'll, they're)</p> <p>Words ending '-tion'</p> <p>The /l/ or /əl/ sound spelt '-el' at the end of words</p> <p>Adding endings '-ing', '-ed', '-er', and '-est' to words ending in '-y'</p> <p>The /ɔ:/sound spelt 'a' before 'l' and 'll'</p> <p>The /ɔ:/ sound spelt 'ar' after 'w'</p> <p>Suffixes</p> <p>'-ment' and '-ness'</p> <p>The /ɜ:/ sound spelt 'or' after 'w'</p> <p>The /l/ or /əl/ sound spelt '-al' at the end of words</p> <p>/ʌ/ sound spelt 'o'</p> <p>/l/ or /əl/ sounds spelt 'il' at the end of words</p> <p>/aɪ/sound spelt 'y'</p> <p>Contractions (can't, didn't, hasn't, it's,</p>	<p>in origin)</p> <p>Suffix '-ly' with root words ending in 'le' and 'ic'</p> <p>Rare GPCs (/ɪ/ sound)</p> <p>Teach the /ʌ/ sound spelt 'ou'</p>			
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couldn't, I'll, they're
)

/l/ or /əl/ sound spelt

'-le' at the end of
words and
following a
consonant

Adding endings '-ing', '-
ed', '-er', '-est' to words
ending in 'e' with a
consonant before it

Adding the ending 'y' to
words ending in
'e' with a consonant
before it

/i:/ sound spelt 'ey'

Near homophones
(quite/quiet)

/r/ sound spelt 'wr'

Common exception
words (*most, both,
only*)

Adding '-ing', '-ed', '-
er',

'-est' and '-y' to words
of one syllable ending
in a single consonant
after a single vowel

Common exception
words (*move, prove,
improve, should, would,
could, most, both, only*)

	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Staff in nursery and reception work hard to provide good models of spoken language and they correct children's sentence structure orally</p> <p>Children are shown examples of simple punctuation and grammar in simple stories shared by the class teacher</p>	<p>Begin to recognise and know there needs to be spaces between words in a simple sentence</p> <p>Recognise and know that full stops are the end of a sentence</p> <p>Recognise and know that a sentence starts with a capital letter</p> <p>Write a simple phrase with finger spaces that can be read back by themselves</p> <p>Write simple sentences using finger spaces that can be read by themselves and others.</p>	<p>Leaving spaces between words</p> <ul style="list-style-type: none"> -Writing on a line - How words can combine to make sentences <p>-Introduction of Capital Letters to demarcate new sentences</p> <ul style="list-style-type: none"> -Full stops -Letter Formation -Letters of the alphabet in order -Capital Letters for Proper Nouns and the Pronoun 'I' - Use the joining word 'and' - Joining clauses using 'and' - Introduction to Exclamation marks - Capital Letters for Proper Nouns and the Pronoun 'I' - Beginning to punctuate sentences using question marks - Singular and Plural -Prefixes 'un' -Suffixes when no change is needed e.g. helping, helper, helped -Sequencing sentence to write short narratives 	<p>Using capital letters for Proper Nouns, and the personal pronoun 'I'</p> <p>Using full stops, exclamation marks and question marks</p> <p>How words can combine to make a sentence</p> <p>Joining words and joining clauses using the word 'and'</p> <p>Using commas to separate items in a list</p> <p>Learn how to use expanded noun phrases to describe and specify e.g. the blue butterfly, the man in the moon</p> <p>Learn how to use co-ordinating conjunctions to join sentences (or, and, but)</p> <p>Learn how to use subordinating conjunctions (when, if, that, because)</p> <p>Recognising a question, command, statement or exclamation</p> <p>Using '-ly' to turn adjectives in to adverbs</p> <p>Apostrophes to mark where a letter is missing and to mark singular</p>	<p>Capital letters, full stops, exclamation marks and question marks.</p> <p>Statements, questions, commands and exclamations.</p> <p>Commas in a list.</p> <p>Present and past tense.</p> <p>Coordination using or, and, or but.</p> <p>Subordination using when, if that or because</p> <p>Determiners - Use the forms a or an according to whether the next letter begins with a consonant or vowel</p> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if because and although.</p> <p>Express time place and cause using conjunctions e.g when, before, while after, so and because.</p> <p>Use adverbs to express time, place and cause e.g. then, next, therefore</p> <p>Use prepositions to express time place and cause</p>	<p>Use a or an correctly</p> <p>Use a wider range of conjunctions including: when, if because and although.</p> <p>Express time, place and cause using conjunctions e.g. when, before, after, while, because.</p> <p>Express time place and cause using adverbs e.g. then, next soon, therefore.</p> <p>Express time, place and cause using prepositions e.g before, after, during, in and because of.</p> <p>Introduction of inverted commas to punctuate speech.</p> <p>Use the present perfect form of verbs instead of the simple past e.g. he has gone out play instead of he went out to play.</p> <p>Introduction to paragraphs as a way of grouping related material.</p> <p>Pronouns – use nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p>	<p>Choosing nouns or pronouns appropriately for clarity and cohesion</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases e.g. 'the teacher' expanded to 'the strict Maths teacher with curly hair'</p> <p>Using commas after fronted adverbial</p> <p>The difference between plural and possessive -s</p> <p>Use of inverted commas and other punctuation to indicate direct speech</p> <p>Using relative clauses beginning with: who, which where, when, whose, that</p> <p>Using modal verbs to indicate degrees of possibility</p> <p>Using adverbs to indicate degrees of possibility</p> <p>Parenthesis- using brackets, dashes or commas to indicate parenthesis</p>	<p>Relative clauses</p> <p>Modal verbs to show degrees of possibility</p> <p>Adverbs to suggest degrees of possibility e.g. perhaps and surely</p> <p>Use brackets, dashes and commas to indicate parenthesis</p> <p>Use explained noun phrases to convey complicated information consisely.</p> <p>Use the perfect form of verbs</p> <p>Use commas to clarify meaning and avoid ambiguity</p> <p>Synonyms and antonyms</p> <p>Nouns – abstract, common, collective, proper, singular and plural</p> <p>Pronouns – personal, relative and possessive</p> <p>Verbs, adjectives, adverbs, modal verbs,</p> <p>Determiners, articles</p> <p>Conjunctions – co-ordinating and subordinating</p> <p>Prepositions</p> <p>Colons to introduce a list</p> <p>Semi-colons within lists</p> <p>Bullet Points</p>



			<p>possession in nouns (e.g. the girl's name)</p> <p>Using present and past tense correctly and consistently in writing</p> <p>Learn how to use the present and past tenses correctly and consistently including the progressive form</p> <p>Formation of nouns using suffixes such as '-ness', '-er' and by compounding (e.g. whiteboard, superman)</p> <p>Formation of adjectives using suffixes such as '-ful', '-less'</p> <p>Use of the suffixes '-er', '-est' in adjectives</p>	<p>Begin to use inverted commas to punctuate direct speech.</p> <p>Use the present perfect form of verbs instead of the simple past. For example: he has gone out to play contrasted with he went out to play.</p> <p>Investigate different types of nouns including proper, common and abstract.</p> <p>Paragraphs Group related materials into paragraphs</p> <p>Use headings and subheadings to aid presentation</p>	<p>Recognise and use possessive pronouns.</p> <p>Begin to use a range of fronted adverbials e.g. Later that day</p> <p>Use commas after fronted adverbials</p> <p>Indicate possession by using possessive apostrophes with plural nouns.</p> <p>Know the grammatical difference between the plural and possessive –s</p> <p>Use apostrophes to mark plural possession e.g. The girls' bathroom.</p> <p>Use of inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause or other punctuation before ending with inverted commas.</p> <p>Expanded noun phrases expanded by the addition of modifying nouns, adjectives and preposition phrases e.g 'The teacher' expanded to the 'The strict maths teacher with the curly hair'</p> <p>Spell words with endings which sound like /ʒən/</p>	<p>Using expanded noun phrases to convey complicated information concisely</p> <p>Using the perfect form of verbs to mark relationships of time and cause</p> <p>Nouns- abstract, common, collective, proper, singular, plural</p> <p>Pronouns- personal, relative and possessive</p> <p>Verbs- adjectives, adverbs, modal verbs</p> <p>Determiners and articles</p> <p>Conjunctions- coordinating and subordinating</p> <p>Prepositions</p> <p>Using commas to clarify meaning or avoid ambiguity in writing</p> <p>Cohesion- using devices to build cohesion within paragraphs</p>	<p>Active and passive</p> <p>Formal and informal language including the subjunctive form</p> <p>Using semi-colons to mark boundaries between independent clauses.</p> <p>Using colons to mark boundaries between independent clauses.</p> <p>Using a dash to mark boundaries between independent clauses.</p> <p>Use hyphens to avoid ambiguity.</p> <p>Cohesion</p> <p>Formal and informal language including the subjunctive form</p> <p>Colons to introduce a list</p> <p>Semi-colons within lists</p> <p>Bullet Points</p>
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					<p>e.g division, invasion, confusion collision and television.</p> <p>Correct use of standard English for verb inflections instead of local spoken forms e.g. we were instead of we was or I did instead of I done.</p> <p>Use of paragraphs to organise ideas around a theme.</p>		
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Writing (Composition)

	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Mark Making opportunities available in continuous provision areas	Composition: Use talk to organise, sequence and clarify thinking, ideas, feelings and events	Say out loud what they are going to write about	Develop positive attitudes towards and stamina for writing by:	Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation.	Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation.	Use further prefixes and suffixes and understand the guidance for adding them	Use further prefixes and suffixes and understand the guidance for adding them	
Children encouraged to orally retell or create stories which will be annotated by staff	Understands that thoughts and storied can be written down	Compose a sentence orally before writing it	Writing narratives about personal experiences and those of others (real and fictional)	Teachers should therefore be consolidating pupils' writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology.	Teachers should therefore be consolidating pupils' writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology.	Spell some words with 'silent' letters [for example, knight, psalm, solemn]	Spell some words with 'silent' letters [for example, knight, psalm, solemn]	
Staff to model best practice when writing and forming letters	Have their own ideas and reasons for writing	Sequence sentences to form short narratives	Writing about real events	Teaching them to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence.	Teaching them to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence.	Continue to distinguish between homophones and other words which are often confused	Continue to distinguish between homophones and other words which are often confused	
Starts to write letters in own name	Orally compose a sentence and hold it in memory before attempting to write it	Re-read what they have written to check that it makes sense	Writing poetry	Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas.	Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas.	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 (National Curriculum)	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 (National Curriculum)	
	Begins to use simple sentence forms	Discuss what they have written with the teacher or other pupils	Writing for different purpose	Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas.	Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas.	Use dictionaries to check the spelling and meaning of words	Use dictionaries to check the spelling and meaning of words	
	Can talk about the features of their own writing	Read aloud their writing clearly enough to be heard by their peers and the teacher	Planning or saying out loud what they are going to write about	Pupils should be beginning to understand how writing can be different from speech.	Pupils should be beginning to understand how writing can be different from speech.	Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary	Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary	
	Writes a simple narrative		Writing down ideas and/or key words, including new vocabulary			Use a thesaurus	Use a thesaurus	
	Write different text forms for different purposes e.g. lists stories menus instructions labels captions recipes postcards		Encapsulating what they want to say, sentence by sentence					
			Make simple additions, revisions and corrections to their own writing by:					



			<p>Evaluating their writing with the teacher and other pupils</p> <p>Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say.</p>	<p>Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say</p>		
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Reading (Word Reading)

	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children to start to recognise letters in their own name	High Frequency words (HFW), both decodable and common irregular words (tricky)	Apply phonic knowledge and skills as the route to decode words	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent	By the beginning of year 3, pupils should be able to read books written at an age appropriate interest level.	By the beginning of year 3, pupils should be able to read books written at an age appropriate interest level.	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1 (National Curriculum), both to read aloud and to understand the meaning of new words that they meet.	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1 (National Curriculum), both to read aloud and to understand the meaning of new words that they meet.	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1 (National Curriculum), both to read aloud and to understand the meaning of new words that they meet.
Staff to share Jolly Phonics songs and nursery rhymes featuring letters	Read decodable HFW sight words e.g. a an as at if in	Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes	Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes	They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words.	They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words.			
	Read decodable HFW sight words e.g. will that this then them	Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	Read accurately words of two or more syllables that contain the same graphemes as above	They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation.	They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation.			
	Read common irregular words (Tricky) from Phase 2 e.g. I to no go into the	Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	Read words containing common suffixes	As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently.	As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently.			
	Read common irregular words (Tricky) from Phase 3 e.g. he she we me be was you	Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings	Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word					
	Read some common irregular words (Tricky) from Phase 4 e.g. said like have so	Read other words of more than one syllable that contain taught GPCs	Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered					
	Distinguish between a word, a letter and a space	Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)	Read aloud books closely matched to their improving phonic					
	Read simple sentences							
	Recognise some capital and lower case letters							



			<p>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p>	<p>knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>Re-read these books to build up their fluency and confidence in word reading</p>	<p>fiction, and learning to read silently.</p> <p>They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects.</p> <p>They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4.</p> <p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 (National Curriculum), both to read aloud and to understand the meaning of new words they meet</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>fiction, and learning to read silently.</p> <p>They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects.</p> <p>They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4.</p> <p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 (National Curriculum), both to read aloud and to understand the meaning of new words they meet</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>		
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Reading (Comprehension)

	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Listen to, recite, talk about, re-tell	Listen to, respond to, predict, recite, talk about, re-tell, sequence, act out, recall	Develop pleasure in reading, motivation to read, vocabulary and understanding by:	Develop pleasure in reading, motivation to read, vocabulary and understanding by:	Develop positive attitudes to reading and understanding of what they read by:	Develop positive attitudes to reading and understanding of what they read by:	Maintain positive attitudes to reading and understanding of what they read by:	Maintain positive attitudes to reading and understanding of what they read by:
	Starting to listen attentively to a story at the appropriate interest level	Listen attentively to a story at the appropriate interest level	-listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	-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	-listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	-listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	-continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	-continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
	Recite some simple rhymes, songs and poems	Recite simple rhymes, songs and poems	-being encouraged to link what they read or hear read to their own experiences	-discussing the sequence of events in books and how items of information are related	-reading books that are structured in different ways and reading for a range of purposes	-reading books that are structured in different ways and reading for a range of purposes	-reading books that are structured in different ways and reading for a range of purposes	-reading books that are structured in different ways and reading for a range of purposes
	Start to hold a book correctly and turn pages	Differentiate between text and illustrations	-becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics	-becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales	-using dictionaries to check the meaning of words that they have read	-using dictionaries to check the meaning of words that they have read	-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	-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
	Use gestures and actions to act out a story, event or rhyme	Understand that print conveys meaning	-recognising and joining in with predictable phrases	-being introduced to non-fiction books that are structured in different ways	-increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally	-increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally	-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	-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
	Starting to say how they feel about stories or poems	Hold a book correctly and turn pages from left to right and top to bottom	-learning to appreciate rhymes and poems, and to recite some by heart	-retelling a wider range of stories, fairy stories and traditional tales	-identifying themes and conventions in a wide range of books	-identifying themes and conventions in a wide range of books	-recommending books that they have read to their peers, giving reasons for their choices	-recommending books that they have read to their peers, giving reasons for their choices
		Use picture clues to help and read a simple text	-discussing word meanings, linking new meanings to those already known	-recognising simple recurring literary language in stories and poetry	-preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	-preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	-identifying and discussing themes and conventions in and across a wide range of writing	-identifying and discussing themes and conventions in and across a wide range of writing
		Predict a storyline	Understand both the books they can already read accurately and fluently and those they listen to by:	-discussing their favourite words and phrases	-discussing words and phrases that capture the reader's interest and imagination	-discussing words and phrases that capture the reader's interest and imagination	-making comparisons within and across books	-making comparisons within and across books
		Talk about events, settings and characters		-discussing and clarifying the meanings of words, linking new meanings to known vocabulary	-preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	-preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	-learning a wider range of poetry by heart	-learning a wider range of poetry by heart
		Retell narratives in the correct sequence, drawing on language patterns of the story		-discussing their favourite words and phrases	-recognising some different forms of poetry [for example, free verse, narrative poetry]	-recognising some different forms of poetry [for example, free verse, narrative poetry]	-preparing poems and plays to read aloud and to perform, showing understanding through	-preparing poems and plays to read aloud and to perform, showing understanding through
		Sequence a simple story or event		-continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with				
		Use gestures and actions to act out a story, event						



	<p>or rhyme from text or illustrations</p> <p>Make predictions based on illustrations, story content and title</p> <p>Respond to questions about how and why something is happening</p> <p>Say what a character might be thinking, saying or feeling</p> <p>Say how they feel about stories or poems</p> <p>Recall the main points in text in the correct sequence</p> <p>Use the structure of a simple story when re-enacting and retelling</p> <p>Talk about the themes of simple texts e.g. good over evil</p> <p>Act our storied through role play activities, using simple props e.g. hats, masks, clothes etc.</p>	<p>- drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>-checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>- discussing the significance of the title and events</p> <p>- making inferences on the basis of what is being said and done</p> <p>- predicting what might happen on the basis of what has been read so far</p> <p>- participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>- explain clearly their understanding of what is read to them.</p>	<p>appropriate intonation to make the meaning clear</p> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <p>-drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>-checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>-making inferences on the basis of what is being said and done</p> <p>-answering and asking questions</p> <p>-predicting what might happen on the basis of what has been read so far</p> <p>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	<p>Understand what they read, in books they can read independently, by:</p> <p>- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>-asking questions to improve their understanding of a text</p> <p>-drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>- predicting what might happen from details stated and implied</p> <p>-identifying main ideas drawn from more than one paragraph and summarising these</p> <p>-identifying how language, structure, and presentation contribute to meaning</p> <p>Retrieve and record information from non-fiction</p> <p>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.</p>	<p>Understand what they read, in books they can read independently, by:</p> <p>- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>-asking questions to improve their understanding of a text</p> <p>-drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>- predicting what might happen from details stated and implied</p> <p>-identifying main ideas drawn from more than one paragraph and summarising these</p> <p>-identifying how language, structure, and presentation contribute to meaning</p> <p>Retrieve and record information from non-fiction</p> <p>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.</p>	<p>intonation, tone and volume so that the meaning is clear to an audience</p> <p>Understand what they read by:</p> <p>- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>-asking questions to improve their understanding</p> <p>-drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>-predicting what might happen from details stated and implied</p> <p>-summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>-identifying how language, structure and presentation contribute to meaning</p> <p>Discuss and evaluate how authors use figurative language, considering the impact on the reader</p>	<p>intonation, tone and volume so that the meaning is clear to an audience</p> <p>Understand what they read by:</p> <p>-checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>-asking questions to improve their understanding</p> <p>-drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>-predicting what might happen from details stated and implied</p> <p>-summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>- identifying how language, structure and presentation contribute to meaning</p> <p>Discuss and evaluate how authors use figurative language, considering the impact on the reader</p>
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							<p>Distinguish between statements of fact and opinion</p> <p>Retrieve, record and present information from non-fiction</p> <p>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>Provide reasoned justifications for their views.</p>	<p>Distinguish between statements of fact and opinion</p> <p>Retrieve, record and present information from non-fiction</p> <p>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>Provide reasoned justifications for their views.</p>
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Handwriting	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Starting to form some letters from their name</p> <p>Use of different mediums to create different patterns, lines, textures and shapes</p>	<p>Write left to right and top to bottom</p> <p>Form some lower case letters correctly, starting and finishing in the right place, going the right way around, correctly orientated</p> <p>Know how to form clear ascenders and descenders</p> <p>Form some capital letters correctly, including the initial letter of their name</p> <p>Forms letters from their name correctly</p>	<p>Children will be able to:</p> <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' (i.e. letters that are formed in similar ways) and to practise these. 	<p>Children will be able to:</p> <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. 	<p>Children will be able to:</p> <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 [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 	<p>Children will be able to:</p> <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 [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 	<p>Write legibly, fluently and with increasing speed by:</p> <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. 	<p>Write legibly, fluently and with increasing speed by:</p> <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.

Fiction	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Starting to listen to stories being told and read.</p> <p>Starting to recognise simple repeatable story structures</p> <p>Starting to turn stories into play using puppets, toys, costumes and props</p>	<p>Listen to stories being told and read.</p> <p>Know when a story has begun and ended.</p> <p>Recognise simple repeatable story structures and some typical story language</p> <p>Be aware that books have authors; someone is telling the story.</p> <p>Stories are about characters; identify and describe their appearance referring to names and illustrations; notice when characters are speaking in the story by joining in, e.g. with a repeated refrain.</p> <p>Stories happen in a particular place; identify settings by referring to illustrations and descriptions.</p> <p>Turn stories into play using puppets, toys, costumes and props; imagine and re-create roles; re-tell narratives using patterns from listening and reading; tell a story about a</p>	<p>Identify the beginning, middle and end in stories and use familiarity with this structure to make predictions about story endings; recall the main events.</p> <p>Listen with sustained concentration and then talk about how the author created interest or excitement in the story; the voice telling the story is called the narrator.</p> <p>Recognise main characters and typical characteristics, for example, good and bad characters in traditional tales; identify the goal or motive of the main character and talk about how it moves the plot on; notice how dialogue is presented in text and begin to use different voices for particular characters when reading dialogue aloud.</p> <p>Settings can be familiar or unfamiliar and based on real life or fantasy.</p> <p>Respond by making links with own experience and identify story language used to</p>	<p>Identify the sequence: opening – something happens – events to sort it out – ending; identify temporal connectives and talk about how they are used to signal the passing of time; make deductions about why events take place in a particular order by looking at characters actions and their consequences.</p> <p>Begin to understand elements of an author’s style, e.g. books about the same character or common themes</p> <p>Understand that we know what characters are like from what they do and say as well as their appearance</p> <p>Make predictions about how they might behave; notice that characters can change during the course of the story; the way that characters speak reflects their personality; the verbs used for dialogue tell us how a character is feeling, e.g. sighed, shouted, joked.</p> <p>Settings are created using descriptive words</p>	<p>Consolidate understanding of sequential story structure: identify common, formal elements in story openings and endings and typical features of particular types of story</p> <p>Notice common themes, similar key incidents and typical phrases or expressions.</p> <p>Recognise that authors make decisions about how the plot will develop and use different techniques to provoke reader’s reactions</p> <p>Notice the difference between 1st and 3rd person accounts</p> <p>Take part in dramatised readings using different voices for the narrator and main characters.</p> <p>Identify examples of a character telling the story in the 1 st person; make deductions about character’s feelings, behaviour and relationships based on descriptions and their actions in the story;</p>	<p>Develop understanding of story structure</p> <p>Recognise the stages of a story: introduction – build-up - climax or conflict – resolution</p> <p>Appreciate that chronology does not always run smoothly, (e.g.) some events are skimmed over, others are told in more depth.</p> <p>Develop awareness that the author sets up dilemmas in the story and devises a solution.</p> <p>Make judgements about the success of the narrative, (e.g.) do you agree with the way that the problem was solved?</p> <p>Understand that the author or director creates characters to provoke a response in the reader, (e.g.) sympathy, dislike</p> <p>Identify the use of figurative and expressive language to build a fuller picture of a character</p> <p>Look at the way that key characters respond to an issue or dilemma and make deductions about</p>	<p>Recognise that story structure can vary in different types of story and that plots can have high and low points</p> <p>Notice that the structure in extended narratives can be repeated with several episodes building up to conflict and resolution before the end of the story.</p> <p>Analyse more complex narrative structures and narratives that do not have a simple linear chronology, (e.g.) parallel narratives, time slip.</p> <p>Authors have particular styles and may have a particular audience in mind; discuss the author’s perspective on events and characters, (e.g.) the consequences of a character’s mistakes – do they get a second chance?</p> <p>Author’s perspective and narrative viewpoint is not always the same - note who is telling the story, whether the author ever addresses the reader directly</p> <p>Look for evidence of</p>	<p>Identify story structures typical to particular fiction genres; recognise that narrative structure can be adapted and events revealed in different ways, (e.g.) stories within stories, flashbacks, revelations</p> <p>Analyse the paragraph structure in different types of story and note how links are made</p> <p>Make judgements in response to story endings, (e.g.) whether it was believable, whether dilemmas were resolved satisfactorily.</p> <p>Look at elements of an author’s style to identify common elements and then make comparisons between books</p> <p>Consider how style is influenced by the time when they wrote and the intended audience</p> <p>Recognise that the narrator can change and be manipulated, (e.g.) a different character takes over the story-telling, the story has 2 narrators – talk about the effect that this has on the story and the reader’s</p>



	<p>central character; experiment with story language by using familiar words and phrases from stories in re-telling and play.</p> <p>Attempt own writing for various purposes, using features of different forms, including stories.</p> <p>Sequence stories and orally retell events.</p>	<p>describe imaginary settings.</p> <p>Re-tell familiar stories and recount events; include main events in sequence, focusing on who is in the event, where events take place and what happens in each event; use story language, sentence patterns and sequencing words to organise events, (e.g.) then, next</p> <p>Recite stories, supported by story boxes, pictures etc.; act out stories and portray characters and their motives.</p> <p>Use patterns and language from familiar stories in own writing; write complete stories with a simple structure: beginning – middle – end, decide where it is set and use ideas from reading for some incidents and events.</p>	<p>and phrases; particular types of story can have typical settings – use this experience to predict the events of a story based on the setting described in the story opening.</p> <p>Re-tell familiar stories using narrative structure and dialogue from the text; include relevant details and sustain the listener’s interest</p> <p>Tell own real and imagined stories; explore character’s feelings and situations using improvisation</p> <p>Dramatise parts of own or familiar stories and perform to class or group.</p> <p>Imitate familiar stories by borrowing and adapting structures;</p> <p>Write complete stories with a sustained, logical sequence of events; use past tense and 3rd person consistently; include setting; create characters, e.g. by adapting ideas about typical story characters; include some dialogue;</p> <p>Use phrases drawn from story language to add interest, (e.g.) she</p>	<p>Identify examples of stereotypical characters; make judgements about a character’s actions, demonstrating empathy or offering alternative solutions to a problem</p> <p>Analyse the way that the main character(s) usually talks and look for evidence of the relationship between characters based on dialogue.</p> <p>Settings are used to create atmosphere; look at examples of changes that move the plot on, relieve or build up the tension.</p> <p>Tell stories based on own experience and oral versions of familiar stories</p> <p>Include dialogue to set the scene and present characters</p> <p>Vary voice and intonation to create effects and sustain interest</p> <p>Sequence events clearly and have a definite ending; explore relationships and situations through drama.</p> <p>Write complete stories</p>	<p>their motives and feelings – discuss whether their behaviour was predictable or unexpected</p> <p>Explore the relationship between what characters say and what they do – do they always reveal what they are thinking?</p> <p>Authors can create entire imaginary worlds; look for evidence of small details that are used to evoke time, place and mood.</p> <p>Look for evidence of the way that characters behave in different settings.</p> <p>Plan and tell own versions of stories; tell effectively, e.g. using gestures, repetition, traditional story openings and endings; explore dilemmas using drama techniques, (e.g.) improvise alternative courses of action for a character.</p> <p>Plan complete stories by identifying stages in the telling: introduction – build-up – climax or conflict – resolution</p> <p>Use paragraphs to organise and sequence</p>	<p>characters changing during a story and discuss possible reasons, (e.g.) in response to particular experiences or over time, what it shows about the character and whether the change met or challenged the reader’s expectations</p> <p>Recognise that characters may have different perspectives on events in the story</p> <p>Look for evidence of differences in patterns of relationships, customs, attitudes and beliefs by looking at the way characters act and speak and interact in older literature.</p> <p>Different types of story can have typical settings.</p> <p>Real life stories can be based in different times or places, (e.g.) historical fiction – look for evidence of differences that will effect the way that characters behave or the plot unfolds.</p> <p>Plan and tell stories to explore narrative viewpoint, (e.g.) re-tell a familiar story from the point of view of another character</p> <p>Demonstrate awareness</p>	<p>response.</p> <p>Identify stock characters in particular genres and look for evidence of characters that challenge stereotypes and surprise the reader, e.g. in parody</p> <p>Recognise that authors can use dialogue at certain points in a story to, (e.g.) explain plot, show character and relationships, convey mood or create humour.</p> <p>Different episodes (in story and on film) can take place in different settings; discuss why and how the scene changes are made and how they effect the characters and events</p> <p>Recognise that authors use language carefully to influence the reader’s view of a place or situation.</p> <p>Plan and tell stories to explore different styles of narrative</p> <p>Present engaging narratives for an audience.</p> <p>Plan quickly and effectively the plot, characters and structure</p>
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				<p>couldn't believe her eyes.</p>	<p>with a full sequence of events in narrative order</p> <p>Include a dilemma or conflict and resolution;</p> <p>Write an opening paragraph and further paragraphs for each stage of the story</p> <p>Use either 1st or 3rd person consistently</p> <p>Use conventions for written dialogue and include some dialogue that shows the relationship between two characters.</p>	<p>the narrative and for more extended narrative structures</p> <p>Use different ways to introduce or connect paragraphs</p> <p>Use details to build character descriptions and evoke a response</p> <p>Develop settings using adjectives and figurative language to evoke time, place and mood.</p>	<p>of audience by using techniques such as recap, repetition of a catchphrase, humour; use spoken language imaginatively to entertain and engage the listener.</p> <p>Develop particular aspects of story writing: experiment with different ways to open the story; add scenes, characters or dialogue to a familiar story</p> <p>Develop characterisation by showing the reader what characters say and do and how they feel and react at different points in the story.</p> <p>Plan and write complete stories</p> <p>Organise more complex chronological narratives into several paragraph units relating to story structure</p> <p>Adapt for narratives that do not have linear chronology, (e.g.) portray events happening simultaneously</p> <p>Extend ways to link paragraphs in cohesive narrative using adverbs and adverbial phrases</p>	<p>of own narrative writing</p> <p>Use paragraphs to vary pace and emphasis</p> <p>Vary sentence length to achieve a particular effect</p> <p>Use a variety of techniques to introduce characters and develop characterization</p> <p>Use dialogue at key points to move the story on or reveal new information.</p> <p>Create a setting by: using expressive or figurative language; describing how it makes the character feel; adding detail of sights and sounds</p> <p>Vary narrative structure when writing complete stories, (e.g.) start with a dramatic event and then provide background information</p> <p>Use two narrators to tell the story from different perspectives</p> <p>Use the paragraph structure of non-linear narratives as a model for own writing</p> <p>Plan and write extended</p>
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							<p>Adapt writing for a particular audience</p> <p>Aim for consistency in character and style.</p>	<p>narrative.</p>
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Poetry

	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Starting to join in with class rhymes and poems	Listen to poems being read and talk about likes and dislikes – including ideas or puzzles, words, and patterns	Discuss own response and what the poem is about;	Talk about own views, the subject matter and possible meanings	Describe the effect a poem has and suggest possible interpretations	Describe a poem’s impact and explain own interpretation by referring to the poem	Discuss poet’s possible viewpoint, explain and justify own response and interpretation	Interpret poems, explaining how the poet creates shades of meaning; justify own views and explain underlying themes	
Copy some actions	Join in with class rhymes and poems	Talk about favourite words or parts of a poem	Comment on which words have most effect, noticing alliteration	Discuss the choice of words and their impact, noticing how the poet creates sound effects by using alliteration, rhythm or rhyme and creates pictures using similes	Comment on the use of similes and expressive language to create images, sound effects and atmosphere	Explain the use of unusual or surprising language choices and effects, such as onomatopoeia and metaphor; comment on how this influences meaning	Explain the impact of figurative and expressive language, including metaphor	
	Copy actions	Notice the poem’s pattern	Discuss simple poetry patterns	Explain the pattern of different simple forms	Discuss the poem’s form and suggest the effect on the reader	Explore imagery including metaphor and personification	Comment on poem’s structures and how these influence meaning	
	Enjoy making up funny sentences and playing with words;	Perform in unison, following the rhythm and keeping time	Perform individually or together; speak clearly and audibly.	Perform individually or chorally; vary volume, experimenting with expression and use pauses for effect	Vary volume, pace and use appropriate expression when performing	Compare different forms and describe impact	Vary pitch, pace volume, rhythm and expression in relation to the poem’s meaning and form	
	Look carefully at experiences and choose words to describe	Imitate and invent actions	Use actions and sound effects to add to the poem’s meaning	Use actions, voices, sound effects and musical patterns to add to a performance	Use actions, sound effects, musical patterns and images to enhance a poem’s meaning	Vary pitch, pace, volume, expression and use pauses to create impact	Use actions, sound effects, musical patterns, images and dramatic interpretation, varying presentations by using ICT	
	Make word collections or use simple repeating patterns	Observe details of first hand experiences using the senses and describe;	Experiment with alliteration to create humorous and surprising combinations	Use actions, voices, sound effects and musical patterns to add to a performance	Use language playfully to exaggerate or pretend	Use actions, sound effects, musical patterns, images and dramatic interpretation	Use language imaginatively to create surreal, surprising, amusing and inventive poetry	
		List words and phrases or use a repeating pattern or line.	Make adventurous word choices to describe closely observed experiences;	Invent new similes and experiment with word play	Use similes to build images and identify clichés in own writing;	Use carefully observed details and apt images to bring subject matter alive; avoid cliché in own writing	Use simple metaphors and personification to create poems based on real or imagined experience;	
			Create a pattern or shape on the page; use simple repeating phrases or lines as models	Use powerful nouns, adjectives and verbs; experiment with alliteration	Write free verse; use a repeating pattern; experiment with simple forms	Write free verse; use or invent repeating patterns; attempt	Select pattern or form to match meaning and own	
				Write free verse; borrow or create a repeating pattern				



							different forms	voice
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Non-chronological reports/ Information Booklets

	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Describe something/ someone (possibly after drawing it/them).</p> <p>Experiment with mark making their own labels for pictures or drawings in a variety of play, exploratory and role-play situations.</p>	<p>Describe something/someone (possibly after drawing it/them).</p> <p>Develop the description in response to prompts or questions (what does she like to eat? Has she a favourite toy? Ask similar probing questions to elicit a fuller description.</p> <p>In a shared reading context read information books and look at/re-read the books independently.</p> <p>Experiment with writing labels, captions and sentences for pictures or drawings in a variety of play, exploratory and role-play situations.</p>	<p>Find out about a subject by listening and following text as information books are read, watching a video.</p> <p>Contribute to a discussion on the subject as information is assembled and the teacher writes the information.</p> <p>Assemble information on a subject in own experience, (e.g.) food, pets.</p> <p>Write a simple non-chronological report by writing sentences to describe aspects of the subject.</p>	<p>After a practical activity or undertaking some research in books or the web, take part in a discussion in another curriculum subject, generalising from observations.</p> <p>Distinguish between a description of a single member of a group and the group in general e.g. a particular dog and dogs in general.</p> <p>Assemble information on another subject and use the text as a template for writing a report on it, using appropriate language to present , and categorise ideas.</p>	<p>Analyse a number of report texts and note their function, form and typical language features:</p> <ul style="list-style-type: none"> -introduction indicating an overall classification of what is being described -use of short statement to introduce each new item -language (specific and sometimes technical) to describe and differentiate -impersonal language -mostly present tense <p>Teacher demonstrates research and note-taking techniques using information and ICT texts on a subject and using a spidergram to organise the information.</p> <p>Distinguish between generalisations and specific information and between recounts and reports, using content taken from another area of the curriculum.</p> <p>Teacher demonstrates how to write non-chronological report using notes in a spidergram; draws</p>	<p>Collect information to write a report in which two or more subjects are compared, (e.g.) spiders and beetles; solids, liquids and gases.</p> <p>Draw attention to the precision in the use of technical terminology</p> <p>Teacher demonstrates the writing of a non-chronological report, including the use of organisational devices.</p> <p>Plan, compose and edit short non-chronological comparative report.</p>	<p>Collect information to write a report in which two or more subjects are compared, (e.g.) spiders and beetles; solids, liquids and gases.</p> <p>Draw attention to the precision in the use of technical terminology.</p> <p>Teacher demonstrates the writing of a non-chronological report, including the use of organisational devices to aid conciseness such as numbered lists or headings.</p> <p>Plan, compose, edit and refine short non-chronological comparative report focusing on clarity, conciseness and impersonal style.</p>	<p>Secure understanding of the form, language conventions and grammatical features of non-chronological reports.</p> <p>Write reports as part of a presentation on a non-fiction subject.</p> <p>Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.</p> <p>Plan, compose, edit and refine short non-chronological comparative report focusing on clarity, conciseness and impersonal style.</p>



					<p>attention to importance of subject verb agreements with generic participants (e.g.) family is...., people are...</p> <p>Write own report independently based on notes from several sources.</p>			
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	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Recounts	<p>Starting to informally recount incidents in own life to other children or adults</p> <p>Starting to use experience of simple recounts as a basis for shared composition with an adult</p>	<p>Informally recount incidents in own life to other children or adults and listen to others doing the same. Experiment with writing in a variety of play, exploratory and role-play situations.</p> <p>Write sentences to match pictures or sequences of pictures illustrating an event.</p> <p>Use experience of simple recounts as a basis for shared composition with an adult such as retelling, substituting or extending, leading to simple independent writing.</p>	<p>Describe incidents from own experience in an audible voice using sequencing words and phrases such as then, after that; listen to others recounts and ask relevant questions.</p> <p>Read personal recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like first, next, after, when.</p> <p>Write simple first person recounts linked to topics of study or to personal experience, using the language of texts read as models for own writing, maintaining consistency in tense and person.</p>	<p>Describe incidents from own experience in an audible voice using sequencing words and phrases such as then, after that; listen to other's recounts and ask relevant questions.</p> <p>Read personal recounts such as letters and begin to recognise generic structure, e.g. ordered sequence of events, use of words like first, next, after, when.</p> <p>Write simple first person recounts, such as letters, linked to topics of study, using the language of texts read as models for own writing, maintaining consistency in tense and person.</p>	<p>Identify the sequence of main events in a recount. Read examples of third person recounts such as diaries and biographies.</p> <p>Range of connectives, such as meanwhile, following, afterwards and including detail expressed in ways which will engage the reader</p> <p>Read examples of biographies, and recognise the generic structure.</p> <p>Write a simple biography on a chosen historical figure.</p>	<p>Watch or listen to third person recounts such as news or sports reports on television, radio or podcast. Identify the sequence of main events. Read examples of third person recounts such as letters, newspaper reports and diaries and recount the same event in a variety of ways, such as in the form of a story, a letter, a news report ensuring agreement in the use of pronouns.</p> <p>Write newspaper style reports, e.g. about school events or an incident from a story, using a wider range of connectives, such as meanwhile, following, afterwards and including detail expressed in ways which will engage the reader</p>	<p>Use the language features of recounts including formal language when recounting events orally.</p> <p>Read a selection of biographies, distinguishing between fact, opinion and fiction, distinguishing between implicit and explicit points of view and how these can differ.</p> <p>Develop the skills of biographical writing, composing a biographical account based on research.</p> <p>When planning writing, select the appropriate style and form.</p>	<p>Distinguish between biography and autobiography, recognising the effect on the reader of the choice between first and third person, distinguishing between fact, opinion and fiction, distinguishing between implicit and explicit points of view and how these can differ.</p> <p>Develop the skills of biographical and autobiographical writing in role, adapting distinctive voices, e.g. of historical characters, through preparing a CV; composing a biographical account based on research or describing a person from different perspectives.</p> <p>When planning writing, select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.</p> <p>Use the language conventions and grammatical features of the different types of text as appropriate.</p>

Persuasion	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Starting to talk about how some stories or pictures make them feel	Talk about how they respond to certain words, stories and pictures by behaving or wanting to behave in particular ways (e.g. pictures of food that make them want to eat things)	<p>Talk about how they respond to certain words, stories and pictures by behaving or wanting to behave in particular ways (e.g. pictures of food that make them want to eat things)</p> <p>Watch and listen when one person is trying to persuade another to do something or go somewhere.</p> <p>Recognising what is happening.</p> <p>Give oral explanations (e.g.) their or another's motives; why and how they can persuade or be persuaded.</p>	<p>As part of a wide range of reading, explore simple persuasive texts (posters, adverts, etc.) and begin to understand what they are doing and how.</p> <p>Evaluate simple persuasive devices (e.g.) Say which posters in a shop or TV adverts would make them want to buy something, and why)</p> <p>Create simple signs posters and adverts (involving words and/or other modes of communication) to persuade others to do, think or buy something.</p> <p>Continue to explore persuading and being persuaded in a variety of real life situations through role-play and drama.</p>	<p>Read and evaluate a wider range of simple persuasive texts, such as letters and discussion texts, explaining and evaluating responses orally.</p> <p>Begin to use words, pictures and other communication modes to persuade others when appropriate to particular writing purpose.</p> <p>Through role play and drama explore particular persuasive scenarios and discuss the effectiveness of different strategies used.</p> <p>Write a persuasive letter based upon a topic.</p>	<p>Read and analyse a range of persuasive texts to identify key features and discussions of issues in books or on websites, such as environmental issues.</p> <p>Distinguish between texts which try to persuade and those that simply inform.</p> <p>Analyse how a particular view can most convincingly be presented, e.g. ordering points to link them together so that one follows from another; how statistics, graphs, images, visual aids, etc. can be used to support or reinforce arguments</p> <p>From examples of persuasive writing, investigate how style and vocabulary are used to convince the reader.</p> <p>Evaluate advertisements for their impact and appeal, focusing in particular on how information about the product is presented: exaggerated claims, tactics for grabbing attention, linguistic devices such as puns, jingles, alliteration,</p>	<p>Read and evaluate magazine hybrid, intended to inform, protest, complain, persuade, considering (i) how they are set out, and (ii) how language is used, e.g. to gain attention, respect, manipulate</p> <p>Read other examples (e.g. newspaper comment, headlines, adverts, fliers) to compare writing which informs and persuades, considering for example the deliberate use of ambiguity, half-truth, bias; how opinion can be disguised to seem like fact</p> <p>Select and evaluate a range of texts, in print and other media, on paper and on screen, for persuasiveness, clarity, quality of information</p> <p>From reading, to collect and investigate use of persuasive devices</p> <p>Draft and write individual, group or class persuasive adverts/magazine hybrid/debate for real purposes</p>	<p>Through reading and analysis, recognise how persuasive arguments are constructed to be effective through, for example: – the expression, sequence and linking of points – providing persuasive examples, illustration and evidence – pre-empting or answering potential objections – appealing to the known views and feelings of the audience</p> <p>Orally and in writing, construct effective persuasive arguments: – using persuasive language techniques to deliberately influence the listener. – developing a point logically and effectively – supporting and illustrating points persuasively (using ICT and multi-modality where and when appropriate) – anticipating possible objections – harnessing the known views, interests and feelings of the audience – tailoring the writing to formal presentation where appropriate</p>



						<p>invented words</p> <p>Both orally and in writing to assemble and sequence points in order to plan the presentation of a point of view, e.g. on hunting, school rules using more formal language appropriately.</p> <p>To present a point of view orally linking points persuasively and selecting style and vocabulary appropriate to the listener.</p> <p>Design an advertisement, such as a travel advertisement, making use of linguistic and other features learnt from reading examples</p> <p>Explore the use of connectives, e.g. adverbs, adverbial phrases, conjunctions, to structure a persuasive argument</p>	<p>Construct an argument in note form or full text to persuade others of a point of view and: present the case to the class or a group; use standard English appropriately; evaluate its effectiveness.</p> <p>Explore how ICT such as the use of imovie</p> <p>Understand how persuasive writing can be adapted for different audiences and purposes, e.g. by using formal language where appropriate, and how it can be incorporated into or combined with other text types.</p>	<p>Use reading to:</p> <ul style="list-style-type: none"> -investigate conditionals e.g. might, could, would, and their persuasive uses, e.g. in deduction, speculation, supposition - build a bank of useful terms and phrases for persuasive argument e.g. similarly... whereas... Overall, participate in whole class debates using the conventions and language of debate including standard English. In oral and written texts help to build the ability to choose the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fictional text types and adapting, conflating and combining these where appropriate.
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Film and playscripts

				<p style="text-align: center;">Year 3</p> <p>Sentence structure: -Appropriate punctuation used to give guidance to the reader, e.g. question mark, exclamation mark. -A range of adverbs used in stage directions accompanying imperative verbs. -Absence of speech marks and omission of reporting clause 'said'.</p> <p>Composition and effect. Text structure and organisation: -Name of characters written on left-hand side followed by a colon; -Each new speech set out on a new line; -Stage directions/ sound effects in brackets. -Clear distinction made between narrator (if used) and other characters. -Use of limited number of characters (important when first writing a play script).</p> <p>Planning: -Discuss writing similar to that which they are going to be writing in order to understand structure, vocabulary and grammar. -Planning frame ideas – Story maps, story mountains, comic strips.</p>		<p style="text-align: center;">Year 6</p> <p>Sentence structure: -Varied sentence length chosen for effect. -Arrangement of sentences explored - Movement of subordinate clause. -Word choice ensures that the reader is engaged throughout.</p> <p>Composition and effect. Text structure and organisation: -To prepare a short section of story as a script, e.g. using stage directions, location/setting. -To annotate a section of a play script as a preparation for performance, taking into account pace, movement, gesture and delivery of lines and the needs of the audience.</p> <p>Planning: -Identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. -Noting and developing initial ideas, drawing on reading and research where necessary. -Planning frame – Story maps, story mountains, comic strip.</p>
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					<p>Evaluation:</p> <ul style="list-style-type: none">-Can begin to assess 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.			<p>Evaluation:</p> <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.-Proofread for spelling and punctuation errors.
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	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5
	<p>Listen to and follow single instructions</p> <p>Listen to someone explain a process</p> <p>Talk about why things happen</p> <p>Give oral explanations e.g. their motives; why and how they made a construction.</p> <p>Follow simple classroom instructions</p> <p>Attempt to write instructions on labels, for instance in role play area</p>	<p>Talk about why things happen and how things work; ask questions and speculate.</p> <p>Listen to someone explain a process and ask questions.</p> <p>Give oral explanations e.g. their or another's motives; why and how they made a construction.</p> <p>Listen to and follow single instructions, and then a series of two and three instructions</p> <p>Give oral instructions when playing.</p> <p>Read and follow simple classroom instructions on labels with additional pictures or symbols.</p> <p>Attempt to write instructions on labels, for instance in role play area</p>	<p>Listen to and follow a single more detailed instruction and a longer series of instructions.</p> <p>Think out and give clear single oral instructions.</p> <p>Routinely read and follow written classroom labels carrying instructions.</p> <p>Read and follow short series of instructions in shared context.</p> <p>Contribute to class composition of instructions with teacher scribing.</p> <p>Write two consecutive instructions independently.</p>	<p>Listen to and follow a series of more complex instructions.</p> <p>Give clear oral instructions to members of a group.</p> <p>Read and follow simple sets of instructions such as recipes, plans, constructions which include diagrams.</p> <p>Analyse some instructional texts and note their function, form and typical language features: statement of purpose, list of materials or ingredients, sequential steps, use of adjectives</p> <p>As part of a group with the teacher, compose a set of instructions with additional diagrams.</p> <p>Write simple instructions independently e.g. recipes</p>	<p>Create diagrams such as flow charts to summarise or make notes of stages in a process (e.g. in science, D&T or geography), ensuring items are clearly sequenced.</p> <p>Explain processes orally, using these notes, ensuring relevant details are included and accounts ended effectively.</p>	<p>Read and analyse explanatory texts to identify key features.</p> <p>Contribute to the shared writing of an explanation where the teacher acts as scribe and models the use of paragraphs, connectives and the other key language and structural features appropriate to explanatory writing:</p> <ul style="list-style-type: none"> – purpose: to explain a process or to answer a question – structure: introduction, followed by sequential explanation, organised into paragraphs – language features: usually present tense; use of connectives of time and cause and effect; use of passive voice – presentation: use of diagrams and other illustrations, paragraphing, connectives, subheadings, numbering <p>After oral rehearsal, write explanatory texts independently from a flowchart or other diagrammatic plan,</p>	<p>Read and analyse a range of explanatory texts, investigating and noting features of impersonal style: complex sentences; use of passive voice; technical vocabulary; use of words/phrases to make sequential, causal or logical connections.</p> <p>In shared writing and independently plan, compose, edit and refine explanatory texts, using reading as a source, focusing on clarity, conciseness and impersonal style using an impersonal style, hypothetical language (if...then, might, when the...) and causal and temporal connections (e.g. while, during, after, because, as a result, due to, only when, so) as appropriate</p>



						using the conventions modelled in shared writing.		
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