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Year 1

Reading		
<p>Word Reading and Spelling</p> <ul style="list-style-type: none"> -Apply phonic knowledge and skills to decode words -respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes -read accurately by blending sounds in unfamiliar words containing GPCs that have been taught -read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word -read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings -read other words of more than one syllable that contain taught GPCs -read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) -read aloud accurately books that are consistent with their developing phonic knowledge a -re-read these books to build up their fluency and confidence in word reading - start to develop a bank of sight vocabulary <p>Patterns and Rhymes</p> <ul style="list-style-type: none"> -Identify which words appear again and again in key texts. <p>Text Knowledge</p> <ul style="list-style-type: none"> -Knows the difference between fiction and non-fiction texts. 	<p>Comprehension and Understanding</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <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 which they can read independently -learning to appreciate rhymes and poems, and to recite some by heart -becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics -recognising and joining in with predictable phrases -Relating reading to own experiences, being encouraged to link what they read or hear read to their own experiences *Re-telling the story with considerable accuracy. *Discussing the significance of title & events. <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> -Reading with pace & expression, i.e. pauses at full stop; raise voice for question -discussing word meanings, linking new meanings to those already known -drawing on what they already know or on background information and vocabulary provided by the teacher -checking that the text makes sense to them as they read and correcting inaccurate reading -Re-reading the text if reading does not make sense. -making inferences on the basis of what is being said and done -making inferences on the basis of what is being said & done -predicting what might happen on the basis of what has been read so far -participating in discussion about what is read to them, taking turns and listening to what others say -explaining clearly their understanding of what is read to them 	
<p>Genres to cover in Yr 1</p> <p>*Story writing – stories with familiar settings/range of cultures / fantasy worlds *Stories and rhymes with predictable and repetitive language *Traditional and Fairy Tales *Descriptive writing</p> <p>*Postcards *Invitations *Poems- Acrostic *Performance poetry *Poetry – using senses, pattern, rhyme *Diary entry *Letters (informal) *Instructions *Writing a list *Captions</p> <p>*Information Books *Label a diagram *Recounts</p>		
Writing		
<p>Sentence & text structure</p> <p>Write clearly demarcated sentences.</p> <p>Use 'and' to join ideas.</p> <p>Use conjunctions to join sentences (e.g. so, but). Use standard forms of verbs, e.g. go/went.</p>	<p>Transcription spell:</p> <ul style="list-style-type: none"> -words containing each of the 40+ phonemes already taught -common exception words -the days of the week <p>Tricky words: the, a, do, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house</p>	<p>Handwriting (Following the Nelson Handwriting Scheme)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -sit correctly at a table holding a pencil comfortably -correctly begin to form lower-case letters, capital letters and digits 0-9 starting and finishing in the right place -understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways)

Name the letters of the alphabet:		Composition																																														
Children should be able to: - name the letters of the alphabet in order -use letter names to distinguish between alternative spellings of the same sound -write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.		Write sentences by: -saying out loud what they are going to write about -composing a sentence orally before writing it -sequencing sentences to form short narratives -re-reading what they have written to check that it makes sense -Discussing what they have written with the teacher or other pupils -reading aloud their writing clearly enough to be heard by their peers and the teacher																																														
Grammar																																																
Develop their understanding of the concepts set out in English National Curriculum Appendix 2 by: -leaving spaces between words joining words and joining clauses using and -beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark -using a capital letter for names of living things, places, the days of the week, and the personal pronoun 'I' -learning the grammar for year 1 in English Appendix 2 -Sequence sentences to form short narratives -Separate words using spaces. -Write simple, grammatically accurate sentences. -use the grammatical terminology in English Appendix 2 in discussing their writing.																																																
Knowing regular plural noun suffixes –s or –es. Suffixes that can be added to verbs e.g. helping, helper, helped. Adding –er or –est to adjectives, for example, helping, helped, helper, eating, quicker, quickest]-as listed in English National Curriculum Appendix 1 Knowing how the prefix un- changes the meaning of verbs and adjectives e.g. unkind, undoing. Splitting words into syllables. Compound words e.g. football, cupboard.		Understand the following vocab: Word, finger space, sentence, letter, capital letter, syllable, punctuation, singular, plural, question mark, exclamation mark, and syllable.																																														
Phonics/spelling																																																
Revision of Previous Learning Revise the process of segmenting spoken words into sounds before choosing graphemes to represent them. Review all grapheme-phoneme correspondences, which have been taught including vowel digraphs. Revisit words with adjacent consonants. New Learning Sounds /f/, /l/, /s/, /z/ and /k/ spelt as ff, ll, ss, zz, and ck. The /ŋ/ sound spelt n before k e.g. bank or think. /tʃ/ the sound usually spelt as tch if it come straight after a single vowel letter e.g. catch or hutch. The /v/ sound at the end of words. Words in the English language hardly ever end in /v/, the letter e usually needs to be added after the 'v' e.g. have, live and give.		Vowel Digraphs and Trigraphs <table><tr><td>ai</td><td>ir</td><td>ue</td></tr><tr><td>oi</td><td>ur</td><td>ew</td></tr><tr><td>ay</td><td>oo (long)</td><td>ie (lie, tie, pie)</td></tr><tr><td>oy</td><td>oo (short)</td><td>ie (chief, thief, field)</td></tr><tr><td>a-e</td><td>oa</td><td>igh</td></tr><tr><td>e-e</td><td>oe</td><td>or</td></tr><tr><td>i-e</td><td>ou</td><td>ore</td></tr><tr><td>o-e</td><td>ou</td><td>aw</td></tr><tr><td>u-e</td><td>ow (now, how, brown)</td><td>au</td></tr><tr><td>ar</td><td>ow (blow, snow, own)</td><td>air</td></tr><tr><td>ee</td><td></td><td>ear (dear, hear, beard)</td></tr><tr><td>ea (sea, dream, meat)</td><td></td><td>ear (bear, pear, wear)</td></tr><tr><td>ea (head, bread, instead)</td><td></td><td>are (bare, dare, care)</td></tr><tr><td>er (stressed sound: her, her)</td><td></td><td></td></tr><tr><td>er (unstressed sound: better, under)</td><td></td><td></td></tr></table>		ai	ir	ue	oi	ur	ew	ay	oo (long)	ie (lie, tie, pie)	oy	oo (short)	ie (chief, thief, field)	a-e	oa	igh	e-e	oe	or	i-e	ou	ore	o-e	ou	aw	u-e	ow (now, how, brown)	au	ar	ow (blow, snow, own)	air	ee		ear (dear, hear, beard)	ea (sea, dream, meat)		ear (bear, pear, wear)	ea (head, bread, instead)		are (bare, dare, care)	er (stressed sound: her, her)			er (unstressed sound: better, under)		
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The /f/ sound being spelt as ph or wh e.g. dolphin, phonics, when and wheel.
Words ending in y e.g. happy and funny.
The /k/ sound spelt as k rather than c before e in Kent and sketch.

Year 2

Reading	
<p>Word Reading -Continue to apply phonic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent. -read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes -read accurately words of two or more syllables that contain the same graphemes as above -read words containing common suffixes -read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word -read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered -re-read books to build up their fluency and confidence in word reading. -Continue to build up bank of sight vocabulary and known words</p> <p>Patterns and Rhymes Identify which words appear again and again within core texts.</p> <p>Grammatical Features -Recognise: speech marks, contractions, -Identify past/present tense</p> <p>Text Knowledge -Use content and index to locate information.</p>	<p>Comprehension and Understanding Develop pleasure in reading, motivation to read, vocabulary and understanding by: -listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently -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 -continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear -Use commas, question marks & exclamation marks to vary expression. -Read aloud with expression & intonation.explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. -Read ahead to help with fluency & expression. -Comment on plot, setting & characters in familiar & unfamiliar stories. -Recount main themes & events. -Comment on structure of the text.discussing the sequence of events in books and how items of information are related -becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales -being introduced to non-fiction books that are structured in different ways -recognising simple recurring literary language in stories and poetry -discussing and clarifying the meanings of words, linking new meanings to known vocabulary -discussing their favourite words and phrases Understand both the books that they can already read accurately and fluently and those that they listen to by: -drawing on what they already know or on background information and vocabulary provided by the teacher -checking that the text makes sense to them as they read and correcting inaccurate reading -Making predictions on the basis of what has been read. -making inferences on the basis of what is being said and done -predicting what might happen on the basis of what has been read so far -answering and asking questions</p>
<p>Genres to cover in Yr 2 *Descriptive writing * Story writing – extended stories / stories by significant authors / same authors / traditional stories / stories with familiar settings *Performance Poetry *Nonsense Poems *Concrete or Shape Poetry *Postcards *Diary entry *Letters (informal) *Instructions *Writing a list *Captions *Label a diagram *Reports *Information Texts *Explanations *Non chronological report *Information books *Persuasive writing</p>	
Writing	
<p>Sentence & text structure -Write different kinds of sentences: statement, question, exclamation, command. -Use expanded noun phrases to add description & specification. -Write using subordination (when, if, that, because). -Correct & consistent use of present tense & past tense.</p>	<p>Handwriting (Nelson Handwriting Scheme) -Correctly form lower case. capital letters and digits 0-9.. -Begin to join handwriting showing evidence of diagonal & horizontal strokes to join letters and understand which letters, when adjacent to one another, are best left unjoined. -Form lower-case letters of the correct size relative to one another</p>

<p>-Correct use of verb tenses. -Write under headings [as an introduction to paragraphs]</p>	<p>-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>
<p>Transcription spell: See English National Curriculum Appendix 1 -Segment spoken words into phonemes, representing these with appropriate graphemes, spelling many correctly -learn new ways of spelling phonemes for which one or more spellings are already known ; learn some words with each spelling, including a few common homophones -learning to spell common exception words building up bank of known words -learning to spell more words with contracted forms -learning the possessive apostrophe (singular) [for example, the girl's book] -distinguishing between homophones and near-homophones -Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly -apply spelling rules and guidance, as listed in English Appendix 1 -write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p>	<p>Composition Develop positive attitudes towards and stamina for writing by: -writing narratives about personal experiences and those of others (real and fictional) -writing about real events writing poetry writing for different purposes Consider what they are going to write before beginning by: -planning or saying out loud what they are going to write about -writing down ideas and/or key words, including new vocabulary -encapsulating what they want to say, sentence by sentence Make simple additions, revisions and corrections to their own writing by: -evaluating their writing with the teacher and other pupils -re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form -proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] -Read aloud what they have written with appropriate intonation to make the meaning clear. -Become aware of imagery: use of language to create a vivid image</p>

Grammar		
<p>Develop their understanding of the concepts set out in the English National Curriculum Appendix 2 by: -learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) -Learn how to use: sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify [for example, the blue butterfly] the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and coordination (using or, and, or but) -Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</p>		
<p>-Formation of nouns using suffixes such as: ness or er. -Formation of adjectives using suffixes such as: ful, less. -Use of suffixes: er and est to form comparisons of adjectives and adverbs. -Know what a homophones and near-homophones are -Subordination using (when, if, that, or because) -Coordination using (or, and or but) -Expand noun phrases for description e.g. the blue butterfly, plain flour, the man in the moon. -Form sentences that use different forms: statement, question, exclamation, command. -Consistent use of past tense throughout writing. -Consistent use of present tense throughout writing. -Continuous form of verbs in present and past tense. e.g. she is drumming, he was shouting. -Capital letters, full stops and exclamation marks used to demarcate sentences.</p>	<p>-Write simple, grammatically accurate compound sentences. -Use conjunctions such as 'then', 'before', 'meanwhile'. -Begin to use subordination in relation to time and reason. -Use present and past tenses consistently and correctly. -Use capital letters, including I, and full stops correctly. -Use question marks. -Begin to use paragraphs to organise writing. -Leave a line between paragraphs</p>	<p>Understand the following vocab: -verb, tense (past and present), adjective, noun, suffix, apostrophe, comma, homophone, and paragraph. Tricky words: door, floor, poor, because, find, kind, mind, behind, child, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great break, steak, pretty, beautiful, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents and Christmas.</p>

<p>-Commas used to separate items in a list</p> <p>-Apostrophes to mark contracted forms in spelling and the possessive apostrophe in singular nouns.</p>		
Phonics/spelling		
<p>The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y</p> <p>The /s/ sound spelt c before e, i and y</p> <p>The /n/ sound spelt kn and (less often) gn at the beginning of words</p> <p>The /l/ sound spelt wr at the beginning of words</p> <p>The /l/ or /ə/ sound spelt -le at the end of words</p> <p>The /l/ or /ə/ sound spelt -el at the end of words</p> <p>The /l/ or /ə/ sound spelt -al at the end of words</p> <p>Words ending -il</p> <p>The /aɪ/ sound spelt -y at the end of words</p> <p>Adding -es to nouns and verbs ending in -y</p> <p>Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it.</p> <p>Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it</p> <p>Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter</p> <p>The /ɔ:/ sound spelt a before l and ll</p> <p>The /ʌ/ sound spelt o</p> <p>The /i:/ sound spelt -ey</p> <p>The /ə/ sound spelt a after w and qu</p> <p>The /ɜ:/ sound spelt or after w</p> <p>The /ɔ:/ sound spelt ar after w</p> <p>The /ɜ:/ sound spelt s</p> <p>The suffixes -ment, -ness, -ful, -less and -ly</p>	<p>The letter j is never used for the /dʒ/ ("dʒe") sound at the end of English words.</p> <p>The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago. This spelling probably also reflects an old pronunciation.</p> <p>The -le spelling is the most common spelling for this sound at the end of words</p> <p>The -el spelling is much less common than -le.</p> <p>The -el spelling is used after m, n, r, s, v, w and more often than not after s.</p> <p>Not many nouns end in -al, but many adjectives do.</p> <p>There are not many of these words.</p> <p>This is by far the most common spelling for this sound at the end of words.</p> <p>The y is changed to i before -es is added.</p> <p>The y is changed to i before -ed, -er and -est are added, but not before -ing as this would result in il. The only ordinary words with il are <i>skiing</i> and <i>taxiing</i>.</p> <p>The -e at the end of the root word is dropped before -ing, -ed, -er, -est, -y or any other suffix beginning with a vowel letter is added. The exception is <i>being</i>.</p> <p>The last consonant letter of the root word is doubled to keep the /æ/, /e/, /i/, /o/ and /ʌ/ sound (i.e. to keep the vowel 'short'). Exception: The letter 'x' is never doubled: <i>mixing, mixed, boxer, sixes</i>.</p> <p>The /ɔ:/ sound ("or") is usually spelt as a before l and ll.</p> <p>other, mother, brother, nothing, Monday</p> <p>The plural of these words is formed by the addition of -s (<i>donkeys, monkeys</i>).</p> <p>a is the most common spelling for the /ə/ ('hot') sound after w and qu.</p> <p>There are not many of these words.</p> <p>There are not many of these words.</p> <p>television, treasure, usual</p> <p>If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. Exceptions: (1) <i>argument</i> (2) root words ending in -y with a consonant before it but only if the root word has more than one syllable.</p>	<p>badge, edge, bridge, dodge, fudge / age, huge, change, charge, bulge, v gem, giant, magic, giraffe, energy / jacket, jar, jog, join, adjust</p> <p>race, ice, cell, city, fancy</p> <p>knock, know, knee, gnat, gnaw</p> <p>write, written, wrote, wrong, wrap</p> <p>table, apple, bottle, little, middle</p> <p>camel, tunnel, squirrel, travel, towel, tinsel</p> <p>metal, pedal, capital, hospital, animal</p> <p>pencil, fossil, nostril</p> <p>cry, fly, dry, try, reply, July</p> <p>flies, tries, replies, copies, babies, carries</p> <p>copied, copier, happier, happiest, cried, replied</p> <p>...but copying, crying, replying</p> <p>hiking, hiked,</p> <p>patting, patted, humming, hummed, dropping</p> <p>sadder, saddest, fatter, fattest, runner</p> <p>all, ball, call, walk, talk, always</p> <p>key, donkey, monkey, chimney, valley</p> <p>want, watch, wander, quantity, squash</p> <p>word, work, worm, world, worth</p> <p>war, warm, towards</p> <p>enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness)</p> <p>merriment, happiness, plentiful, penniless, happily</p>

Year 3

Reading																	
<p>Comprehension and Understanding</p> <p><i>-Comments on the way characters relate to one another.</i></p> <p><i>-Knows which words are essential in a sentence to retain meaning.</i></p> <p><i>-Develop positive attitudes to reading and understanding of what they read by:</i></p> <p><i>-Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</i></p> <p><i>-Reading books that are structured in different ways and reading for a range of purposes</i></p> <p><i>-Using dictionaries to check the meaning of words that they have read</i></p> <p><i>-Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</i></p> <p><i>-Identifying themes and conventions in a wide range of books</i></p> <p><i>-Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</i></p> <p><i>-Discussing words and phrases that capture the reader's interest and imagination.</i></p> <p><i>-Recognising some different forms of poetry [for example, free verse, narrative poetry].</i></p> <p><i>Understand what they read, in books they can read independently, by:</i></p> <p><i>-checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</i></p> <p><i>-asking questions to improve their understanding of a text</i></p> <p><i>-drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</i></p> <p><i>- predicting what might happen from details stated and implied</i></p> <p><i>- identifying main ideas drawn from more than one paragraph and summarising these</i></p> <p><i>-identifying how language, structure, and presentation contribute to meaning</i></p> <p><i>-Retrieve and record information from non-fiction</i></p> <p><i>-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.</i></p>	<p>Intonation and Expression</p> <p><i>Recognise how commas are used to give more meaning.</i></p> <p>Prediction,inference & deduction</p> <p><i>Draw inferences such as inferring characters' feelings, thoughts & motives from their actions.</i></p> <p>Word Reading</p> <p><i>- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to</i></p> <p><i>-understand the meaning of new words they meet</i></p> <p><i>-read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</i></p> <p>Grammatical Features</p> <p><i>Recognise:</i></p> <p><i>- plurals</i></p> <p><i>- pronouns and how they are used</i></p> <p><i>- collective nouns</i></p> <p><i>- adverbs</i></p> <p><i>Can explain the difference that adjectives and verbs make.</i></p>																
<p>Genres to cover in Yr 3</p> <table><tr><td>*Story with familiar settings</td><td>*Traditional stories (myths and legends)</td><td>*Adventure/Mystery Stories</td><td>*Shape poem</td></tr><tr><td>*Performance poetry</td><td>*Free verse</td><td></td><td></td></tr><tr><td>*Informal & Formal letter (to recount, to explain, to enquire, to congratulate, to complain)</td><td>*Persuasive writing</td><td>*non fiction leaflet</td><td>*Book review by same author</td></tr><tr><td>*Non chronological reports</td><td>*Instructions</td><td>*Newspaper Reports</td><td>*Debates/speech writing / points of view</td></tr></table>		*Story with familiar settings	*Traditional stories (myths and legends)	*Adventure/Mystery Stories	*Shape poem	*Performance poetry	*Free verse			*Informal & Formal letter (to recount, to explain, to enquire, to congratulate, to complain)	*Persuasive writing	*non fiction leaflet	*Book review by same author	*Non chronological reports	*Instructions	*Newspaper Reports	*Debates/speech writing / points of view
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<p>Sentence & text structure</p> <p><i>-Use conjunctions (when, so, before, after, while, because).</i></p> <p><i>-Use adverbs (e.g. then, next, soon).</i></p> <p><i>-Use prepositions (e.g. before, after, during, in,because of).</i></p>	<p>Handwriting - Following the Nelson Handwriting Scheme</p> <p><i>-Legible, joined handwriting.</i></p> <p><i>-Writing in pen, use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one</i></p>																

<p>-Experiment with adjectives to create impact. -Correctly use verbs in 1st, 2nd & 3rd person. -Use perfect form of verbs to mark relationships of time & cause. Paragraphing -Group ideas into paragraphs around a theme. -Write under headings & subheadings.</p>	<p>another, are best left unjoined (e.g. initial capital and second letter). -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>
<p>Writing Transcription – Spelling -Use further prefixes and suffixes and understand how to add them (National Curriculum English Appendix 1) -Spell further homophones -Spell words that are often misspelt (National Curriculum English Appendix 1) -Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] -Use the first two or three letters of a word to check its spelling in a dictionary. -Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. -Simple sentences (what are they and what must they include?) -Identify object and subject in a sentence -Developing action verbs -Use correct verbs to show the relationships of time and cause e.g. I have written it down so we can check it. -Tenses- using 'ed' -Changing a sentence into a question -Introduction into punctuating direct speech -Exploring different presentation of text- features -Commas in a list -Adjectives- classifying -Plurals -Exploring capitalisation of proper nouns (names, months, planets) -Using nouns and avoiding repetition by using pronouns. -Collective nouns e.g. a litter of pups -Irregular past tense -Pronouns- explaining the difference when used in 1st, 2nd, 3rd person -Conjunctions- if, so, while, though, since, when -Time sequences-first, then, after, meanwhile, from, where and to express time and cause -Adverbs and prepositions (in, of, at, with, by, between) -Commas within a sentence, use after a frontal adverb -Use of commas for embedded clauses</p>	<p>Composition Plan their writing by: -discussing writing similar to that which they are planning to write in order to understand and learn from its structure, -vocabulary and grammar ▪ discussing and recording ideas Draft and write by: -composing and rehearsing sentences orally (including dialogue), -progressively building a varied and rich vocabulary and an increasing range of sentence structures (National Curriculum English Appendix 2) -organising paragraphs around a theme ▪ in narratives, creating settings, characters and plot ▪ in non-narrative material, using simple organisational devices [for example, headings and subheadings] Evaluate and edit by: ▪ assessing the effectiveness of their own and others' writing and suggesting improvements ▪ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ▪ proof-read for spelling and punctuation errors ▪ read aloud their own writing, to a group or whole class, using appropriate intonation & controlling tone & volume so that meaning is clear.</p>

Grammar	
<ul style="list-style-type: none"> -Variation in sentence openers -Using connectives to create compound sentences (and, but , so) -Accurately using full stops, capital letters, question marks, exclamation -Superlative/comparative adjectives -Adverbials- time, place, manner -Use a wider range of connectives to develop sentences and include more than one clause (when, if, because, although) -Nouns expanded by simple adjectives -Develop openings and closing -Start linking ideas using pronouns -Use of plurals -Alphabetical order work- using dictionary -Form nouns using a range of prefixes e.g. super-, anti- -Correct use of the determiner a and an. -Have knowledge of word families based on common words. -Use conjunctions, adverbs or prepositions to express time and cause. -Have knowledge of what a paragraph is. -Use headings and subheadings. -Use speech marks punctuate direct speech. -Understand the following vocab: verb, tenses, commas, 	<p>Understand the following grammatical vocabulary:</p> <p>proper nouns, collective nouns, conjunctions, adverbs, prepositions, compound sentences, full stops, capital letters, question marks, exclamation marks, determiner, word family, conjunction, adverb, preposition, direct speech, inverted commas, speech marks, prefix, consonant, vowel, clause, subordinate clause and paragraph.</p> <p>Develop their understanding of the concepts set out in <i>National Curriculum English Appendix 2</i> by:</p> <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 -using the present perfect form of verbs in contrast to the past tense -choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition -using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials -learning the grammar for years 3 and 4 in <i>National Curriculum English Appendix 2</i> <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> -using commas after fronted adverbials -indicating possession by using the possessive apostrophe with plural nouns -using and punctuating direct speech -Use and understand the grammatical terminology in <i>National Curriculum English Appendix 2</i> accurately and appropriately when discussing their writing and reading
Spelling and word lists see Appendix	
Speaking and Listening	
<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 	

Year 4

Reading	
<p>Word Reading <i>-Word Reading - apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.</i> <i>-Read further exception words, noting the unusual.</i> <i>-Correspondences between spelling and sound, and where these occur in the word.</i></p> <p>Text Knowledge <i>-Knows how to skim & scan to locate information and/or answer a question</i> <i>-Using dictionaries to check the meaning of words that they have read</i> <i>-Reading books that are structured in different ways and reading for a range of purposes</i> <i>-Retrieve and record information from non-fiction</i></p> <p>Grammatical Features <i>-Identify how sentence type can be changed by altering word order, tenses, adding/deleting words or amending punctuation</i></p>	<p>Comprehension and Understanding <i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i> <i>-Giving a personal point of view on a text.</i> <i>-Re-explaining a text with confidence.</i> <i>-Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</i> <i>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</i> <i>Identifying themes and conventions in a wide range of books</i> <i>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</i> <i>Discussing words and phrases that capture the reader's interest and imagination.</i> <i>Recognising some different forms of poetry [for example, free verse, narrative poetry].</i> <i>Understand what they read, in books they can read independently, by:</i> <i>-checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</i> <i>-asking questions to improve their understanding of a text</i> <i>-drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</i> <i>- predicting what might happen from details stated and implied</i> <i>- identifying main ideas drawn from more than one paragraph and summarising these</i> <i>-identifying how language, structure, and presentation contribute to meaning</i> <i>-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</i> <i>-Make predictions on the basis of what has been read.</i> <i>-Make inferences on the basis of what is being said & done</i></p> <p>Intonation and Expression <i>-Use appropriate voices for characters within a story.</i></p>
<p>Genres to cover in Yr 4</p> <p>*Adventure/ mystery stories with chapters *Stories about an imaginary world *Stories with historical settings *Stories from other cultures *Write a play script *Poetry with theme *Modern poetry * Imagery poetry *Free Verse *Performance Poetry *Persuasive argument/written advert to persuade *Instructions *Newspaper report / Magazines * Non- chronological report *Information book *Explanations *Informal & Formal letter (to recount, to explain, to enquire, to congratulate, to complain) *Debates/speech writing / points of view/ Discussion/ 2 sided argument</p>	

Writing	
<p>Sentence & text structure</p> <ul style="list-style-type: none"> -Vary sentence structure, using different openers. -Use adjectival phrases (e.g. biting cold wind). -Use appropriate choice of noun or pronoun. -Use paragraphing accurately -Use connectives to link paragraphs 	<p>Handwriting</p> <ul style="list-style-type: none"> -Legible, joined handwriting of consistent quality written in pen -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 (e.g. initial capital and second letter). -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>Writing Transcription – Spelling</p> <ul style="list-style-type: none"> -Use further prefixes and suffixes and understand how to add them (English Appendix 1) -Spell further homophones -Spell words that are often misspelt (National Curriculum English Appendix 1) -Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] -Use the first two or three letters of a word to check its spelling in a dictionary -Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 	<p>Composition</p> <p>Plan their writing by:</p> <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 ▪ discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> ▪ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (National Curriculum English Appendix 2) ▪ organising paragraphs around a theme ▪ in narratives, creating settings, characters and plot ▪ in non-narrative material, using simple organisational devices [for example, headings and subheadings] <p>Evaluate and edit by:</p> <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 ▪ proof-read for spelling and punctuation errors ▪ read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Grammar	
<ul style="list-style-type: none"> -Reread own writing to check for grammatical sense to identify errors and suggest alternatives -Using and punctuating direct speech -Passive voice -Commas using vocative case -Using standard English e.g. subject/verb agreement (e.g. we were, I did) -Proper nouns [Using nouns/ pronouns appropriately for clarity and cohesion and to avoid repetition Revise work on verbs from year 1-3 and investigate verb tenses (past, present and future) -Compare narrative and non narrative forms. -Understand how tenses refer to time. -Identify the use of powerful verbs (hobbled instead of went) -Irregular past tense -Subordinate clauses – use of comma -Identify adverbs and understand their function within a sentence (notice where they occur in sentences.) -Practice using commas to mark grammatical boundaries and expand sentences -Use paragraphs in story writing. -Work on expressive and figurative languages in stories. -Know where to use “ , . ! effectively -Understand how dialogue is laid out, positioning of commas before speech marks -Know the difference between a plural and a possessive. -Use of apostrophes to mark singular and plural possession. -Commas used after fronted adverbials (e.g. -Later that day, I heard the bad news.) -Use of bullets points to form a list 	<ul style="list-style-type: none"> -Comparing adjectives on the scale of intensity -Understand the significance of word order -Recognise how commas, connectives and full stops are used to join clauses. -Identify how and why paragraphs are used to organise and sequence information. -Developing superlative/comparative adjectives -Develop a wider range of connectives (when, if, because, although) -Change particular words- changing verbs endings, adding comparative endings, -Understand how the grammar of a sentence alters when the sentence type is altered e.g. when a statement is turned into a question e.g. the boy has eaten, has the boy eaten the apple? -Use of connectives e.g. adverbs, conjunctions, to structure an argument e.g. if, as, when, although -Start sentences with adverbial phrases using commas in the correct place. -Use of basic subordinate clauses- and, so, but within paragraphs / sections, some links between sentences, e.g. use of pronouns or of adverbials -use simple adjectives to expand nouns -Know standard English forms for verbal inflections (e.g. we were instead of we was) -Being able to use nouns and pronouns in sentences correctly to avoid repetition. -Use of fronted adverbials -Use of paragraphs <p>Understand the following vocabulary:</p> <ul style="list-style-type: none"> -Pronoun, possessive pronoun, adverbial, bullet points, speech marks, exclamation marks, commas, proper nouns, verb, tenses, subordinate clauses, adverbs, superlative adjective, comparative adjective, paragraphs, adjectives, full stops, clause, pluralisation, question, adverbial phrases, plural, possessive, StandardEnglish, apostrophes. <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <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 -using the present perfect form of verbs in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition -using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials
Spellings & Word Lists– see National Curriculum Appendix 1	
Speaking and Listening	
<p>Children learn 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.*

Year 5

Reading	
<p>Word Reading <i>-Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</i> Intonation and Expression <i>-Varies voice for direct or indirect speech.</i></p>	<p>Text Knowledge <i>Uses more than one source when carrying out research. Create a set of notes to summarise what has been read.</i> Grammatical Features <i>Children should be able to recognise clauses within sentences</i></p>
<p>Comprehension and understanding Develop pleasure in reading, motivation to read, vocabulary and understanding by: <i>-continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</i> <i>-Recommending books that they have read to their peers, giving reasons for their choices: identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</i> <i>-Understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader distinguish between statements of fact and opinion retrieve, record and present information from non-fiction participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views.</i> <i>-Summarises main points of an argument or discussion within their reading & makes up their own mind about issue/s.</i> <i>-Can compare between two texts.</i> <i>-Appreciates that people use bias in persuasive writing. Appreciates how two people may have a different view on the same event.</i></p> <p>Prediction, inference & deduction <i>Draw inferences and justify with evidence from the text.</i></p>	
<p>Genres to cover in Yr 5</p> <p>*Stories from other cultures and traditions * Novels/stories by significant authors *Traditional Stories *Choral performance/ Performance poetry * Comparative poems *Shakespeare *Narrative Poems *Book journal/ Reviews *Non chronological report- based on an event *Autobiography/ Biography *Journalistic writing *Instructions *Recounts *Persuasion – to put or argue point of view: letters, commentaries, leaflets, debates, speech writing</p>	
Writing	
<p>Handwriting - (Nelson Handwriting Scheme) <i>-Use a legible and fluent style of writing with an increasing speed by:</i></p>	

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.

Writing Transcription – Spelling

Spelling (see English Appendix 1)

Pupils should be taught to:

- use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus.

Composition

Plan their writing by:

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

Draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précis longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

- Evaluate and edit by: assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Sentence & Text Structure

- Add phrases to make sentences more precise & detailed.
- Use a range of sentence openers – judging the impact or effect needed.
- Begin to adapt sentence structure to text type.

Paragraphing

- Consistently organize into paragraphs.
- Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).

Grammar

- Understand the basic convention of standard English and consider when to use it.
- Create more complex sentences, using a larger range of connectives, simplify clumsy construction
- Use subordinating conjunctions: after, although, as, as if, as long as, in case, since, unless, when ever.
- Adapt writing for different readers by changing

- Adding words to indicate shades of meaning
- Expanded noun phrases
- Gender- masculine, feminine, common and neuter e.g. Lord, lady, goose, gander.
- Be aware of the differences between spoken and written language (use of punctuation)
- Identify and classify a range of prepositions (back, up, across, through, on)

- Use of device to build cohesion in paragraph
- Linking ideas between paragraphs using time, place and number adverbials
- Layout devices such as headings, subheadings, columns, bullets or tables, to structure text
- Use of the passive voice in presenting information in a sentence e.g. 'I broke the window in the greenhouse' versus 'The window in the greenhouse was broken'

<p>vocabulary, tone and sentence structure.</p> <ul style="list-style-type: none"> -Understand the difference between direct and report speech -Transform reported speech to direct speech or vice versa. -The difference between structures typical of formal and informal speech and writing e.g. the use of question tags for example He's your friend, isn't he? -Dictionary use- using the first 3 letters to find words. -Use of: colons, semi colons, parenthetic commas, dashes and brackets -Revise and extend work on verbs, focus on: tenses- using auxiliary verbs like be and have. -Use of modal verbs: will, would, shall, should. -Experiment with the person 1st, 2nd or 3rd. -Show developments and structure e.g. high and low points, links between sections, paragraphs and chapters. -Different kinds of nouns, the function of pronouns -Use punctuation effectively to signpost meaning within complex sentences: ; () - , . "" -Re-ordering sentences- keeping the meaning -Secure knowledge of the positioning of commas before speech marks 	<ul style="list-style-type: none"> -Use punctuation accurately in complex sentences Identifying main clauses in sentences -Use adjectives, adverbs and embedded clauses to write expanded noun phrases -Use of some subordinating connectives, e.g. if, when, because throughout the text -Commas used in lists to mark clauses, used in correct positions within a range of sentences. -Cohesion within a paragraph using time connectives. Link paragraphs using time, place and number adverbials. -Use of brackets, dashes and commas to show parenthesis -Use relative clauses beginning with who, which, where or why. -Adding words to indicate shades of meaning -Using suffixes to convert nouns or adjectives into verbs (e.g. -ate; -ify) -Using prefixes (e.g. dis-, mis-, over-) -Use of adverbs and modal verbs to show degrees of possibility e.g. surely or should 	<p>Understand the following vocab: relative clause, standard English, complex sentences, subordinating conjunctions, direct speech, report speech, auxiliary verbs, colons, semi- colons, parenthetic commas, dashes, brackets, paragraphs, speech marks, noun phrases, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, Ambiguity.</p>
<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <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 -using expanded noun phrases to convey complicated information concisely -using modal verbs or adverbs to indicate degrees of possibility -using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun learning the grammar for years 5 and 6 in English Appendix 2 <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> -using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis -using semicolons, colons or dashes to mark boundaries between independent clauses -using a colon to introduce a list punctuating bullet points consistently -Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading. 		
<p>Spellings & Word Lists– see appendix</p>		
<p>Speaking and Listening</p>		
<p>Children learn 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.*

Year 6

Reading
<p>Word Reading - apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. -Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Grammatical Features Recognise complex sentences</p> <p>Text Knowledge Skims and scans to aid note-taking.</p>
<p>Comprehension and Understanding Develop pleasure in reading, motivation to read, vocabulary and understanding by: -continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions -Recommending books that they have read to their peers, giving reasons for their choices: identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books - learning a wider range of poetry "by heart" -preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>Understand what they read by: -checking that the book makes sense to them, -discussing their understanding and exploring the meaning of words in context -asking questions to improve their understanding -drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence -predicting what might happen from details stated and implied -summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas -identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader distinguish between statements of fact and opinion -retrieve, record and present information from non-fiction -participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views. -Refer to text to support opinions and predictions. -Give a view about choice of vocabulary, structure etc. -Distinguish between fact & opinion.</p> <p>Prediction, inference & deduction -Draw inferences and justify with evidence from the text.</p> <p>Intonation and Expression Appreciates how a set of sentences has been arranged to create maximum effect</p>

Genres to cover in Yr 6	
<p>*Descriptive Writing *Classic Fiction *Longer Established Novels *Poetry by Established Poets *Assonance: repetition of vowel sounds *Hyperbole *Autobiography/Biography *Journalistic Writing *Diary *Review *Persuasive writing *Non Chronological Report *Balanced Argument *Formal/Informal Letters *Debates/Speech Writing / Points of View *Explanations *Reference Texts</p>	
Writing	
<p>Writing Transcription – Spelling -use further prefixes and suffixes and understand how to add them (English Appendix 1) -Spell further homophones -Spell words that are often misspelt (English Appendix 1) -Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] -Use the first two or three letters of a word to check its spelling in a dictionary -Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>	<p>Handwriting (Nelson Handwriting Scheme) -Legible, joined handwriting of consistent quality.- fluent and with personal style -Writing in Pen -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 (e.g. initial capital and second letter). -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>
<p>Composition Plan their writing by: -identifying the audience for and purpose of the writing, -selecting the appropriate form and using other similar writing as models for their own -noting and developing initial ideas, -drawing on reading and research where necessary in writing narratives, -considering how authors have developed characters and settings in what pupils have read, listened to or seen performed Draft and write by: -selecting appropriate grammar and vocabulary, -understanding how such choices can change and enhance meaning in narratives, -describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action -precising longer passages -using a wide range of devices to build cohesion within and across paragraphs -using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] Evaluate and edit by: -assessing the effectiveness of their own and others' writing -proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning -ensuring the consistent and correct use of tense throughout a piece of writing -ensuring correct subject and verb agreement when using singular and plural, -distinguishing between the language of speech and writing and choosing the appropriate register -proof-read for spelling and punctuation errors -Use subordinate clauses to write complex sentences. -Use passive voice where appropriate. -Use expanded noun phrases to convey complicated information concisely (e.g. The fact that it was raining meant the end of sports day). -Evidence of sentence structure and layout matched to requirements of text type. -Wide range of devices to build cohesion within and across paragraphs.</p>	

<div>-Use paragraphs to signal change in time, scene, action, mood or person</div>		
Grammar		
<div>Word classes, prepositions, re-expressing sentences -Investigate connecting words and phrases, collect examples and classify e.g. position(besides, nearby, by) -To form complex sentences through, use of different connect devices - explore how meaning is affected by the sequence and structure of clauses -Secure the use of the term ‘active’ and ‘passive’ -Revise- active and passive- transform sentences from active to passive -Features of formal official language (collect and analyse examples, know when and where they are used) -Revise work on contracting sentences: summary, note making, editing Use reading to investigate conditionals (if, then, might, could, would and their) Construct sentences which express possibilities, hypothesis Analyse how individual paragraphs are structured in writing e.g. comments sequenced to follow the shifting thoughts of a character, justify a point and reiterate to give it force. Dictionary use- using first 3 letters to find words. Note taking Identifying fact and opinion Linking beginning and end of paragraphs.</div>	<div>-wider range of connectives used to clarify relationship between ideas, e.g. although,on the other hand, meanwhile -Secure use of pronouns, connectives, references back to text -Language conventions and grammatical features of the different types of text such as: Stories, Recounts, Accounts of observations, Instructions, Directions, Reports, Explanatory texts Persuasive texts, Balanced arguments. -Adding words to indicate shades of meaning -Cohesion within a paragraph using time connectives. -Link paragraphs using adverbials of time, place and number. -Expand noun phrases -Show consistency when using similes, metaphor and personification -Accurate use of bullet points -Modal verbs</div>	<div>-Acknowledge the difference in vocabulary used for informal and formal speech and writing (e.g. said versus reported) -Use noun phrases to convey information concisely. -Secure use of the semicolon, colon and dash. -Use of hyphens to avoid ambiguity e.g. man eating shark versus man-eating shark</div>
<div>Develop their understanding of the concepts set out in English Appendix 2 by: -recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms -using passive verbs to affect the presentation of information in a sentence -using the perfect form of verbs to mark relationships of time and cause -using expanded noun phrases to convey complicated information concisely -using modal verbs or adverbs to indicate degrees of possibility -using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun -learning the grammar for years 5 and 6 in English Appendix 2 Indicate grammatical and other features by: -using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using a colon to introduce a list -using brackets, dashes or commas to indicate parenthesis -using semicolons, colons or dashes to mark boundaries between independent clauses punctuating bullet points consistently -use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</div>		
Spellings & Word Lists– see appendix		

Speaking and Listening

Pupils should be taught to:

- 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.

Reception

Prime Area	Communication and Language
	<ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Prime Area	Physical Development
	<ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop the foundations of a handwriting style which is fast, accurate and efficient.

Specific area	Literacy
	<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense.

RWI Phonics

7 Week Speed Sounds Set 1, blending and segmenting

(One new sound taught each day each week Children must blend every day! Speed sound lesson plans handbook 1 on- line)

Week 1	Week 2	Week 3	Week 4
<p>Children are taught the letter-sound correspondence for 'm, a, s, d, t' with the help of the mnemonic and how to write the grapheme.</p> <p>Word time 1!</p> <p>Children are taught to blend words for reading and segmenting for spelling using the sounds they have learnt.</p>	<p>Children are taught the letter-sound correspondence for 'i, n, p, g, o' with the help of the mnemonic and how to write the grapheme.</p> <p>Word time2!</p> <p>Children are taught to blend words for reading and segmenting for spelling using the sounds they have learnt.</p>	<p>Children are taught the letter-sound correspondence for 'c, k, u, b' with the help of the mnemonic and how to write the grapheme.</p> <p>Word time 3!</p> <p>Children are taught to blend words for reading and segmenting for spelling using the sounds they have learnt.</p>	<p>Children are taught the letter-sound correspondence for 'f, e, l, h, sh' with the help of the mnemonic and how to write the grapheme.</p> <p>Word time4!</p> <p>Children are taught to blend words for reading and segmenting for spelling using the sounds they have learnt.</p>
Week 5	Week 6	Week 7	
<p>Children are taught the letter-sound correspondence for 'r, j, v, y, w' with the help of the mnemonic and how to write the grapheme.</p> <p>Word time 5!</p> <p>Children are taught to blend words for reading and segmenting for spelling using the sounds they have learnt.</p>	<p>Children are taught the letter-sound correspondence for 'th, z, ch, q, x, ng, nk' with the help of the mnemonic and how to write the grapheme.</p> <p>Word time 6!</p> <p>Children are taught to blend words for reading and segmenting for spelling using the sounds they have learnt.</p>	<p>Word time 7!</p> <p>Children are taught to blend words for reading and segmenting for spelling using the sounds they have learnt.</p> <p>Once children know the Speed Sounds Set 1 at speed and can blend, they apply their phonic knowledge to reading Ditties (see Ditty timetable)</p>	

14 Week Speed Sounds Set 1, blending and segmenting

(One new sound taught every 2 days)

Week 1 (20 mins each day)	Week 2 (20 mins each day)	Week 3 (20 mins each day)	Week 4 (20 mins each day)
Children are taught the letter-sound correspondence for 'm, a, s, d, t' with the help of the mnemonic and how to write the grapheme.	Word time 1! Children are taught to blend words for reading and segmenting for spelling using the sounds they have learnt.	Children are taught the letter-sound correspondence for 'i, n, p, g, o' with the help of the mnemonic and how to write the grapheme.	Word time2! Children are taught to blend words for reading and segmenting for pelling using the sounds they have learnt.
Week 5 (20 mins each day)	Week 6 (20 mins each day)	Week 7 (20 mins each day)	Week 8 (20 mins each day)
Children are taught the letter-sound correspondence for 'c, k, u, b' with the help of the mnemonic and how to write the grapheme.	Word time 3! Children are taught to blend words for reading and segmenting for spelling using the sounds they have learnt.	Children are taught the letter-sound correspondence for 'f, e, l, h, sh' with the help of the mnemonic and how to write the grapheme.	Word time4! Children are taught to blend words for reading and segmenting for spelling using the sounds they have learnt.
Week 9 (20 mins each day)	Week 10 (20 mins each day)	Week 11 (20 mins each day)	Week 12 (20 mins each day)
Children are taught the letter-sound correspondence for 'r, j, v, y, w' with the help of the mnemonic and how to write the grapheme.	Word time 5! Children are taught to blend words for reading and segmenting for spelling using the sounds they have learnt.	Children are taught the letter-sound correspondence for 'th, z, ch, q, x, ng, nk' with the help of the mnemonic and how to write the grapheme.	Word time 6! Children are taught to blend words for reading and segmenting for spelling using the sounds they have learnt.
Week 13 (20 mins each day)	Week 14 (20 mins each day)		
Word time 7! Children are taught to blend words for reading and segmenting for spelling using the sounds they have learnt.	Once children know the Speed Sounds Set 1 at speed and can blend, they apply their phonic knowledge to reading Ditties (see Ditty timetable)		

Nursery

Prime Area	Communication and Language
	<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Pay attention to more than one thing at a time, which can be difficult. • Use a wider range of vocabulary. • Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”. • Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. • Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’ • Use longer sentences of four to six words. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”
Prime Area	Physical Development
	<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. • Increasingly be able to use and remember sequences and patterns of movements which are related to music and

rhythm.

- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand.

Specific area	Literacy
	<ul style="list-style-type: none"> ● Understand the five key concepts about print: <ul style="list-style-type: none"> ○ print has meaning - print can have different purposes ○ we read English text from left to right and from top to bottom ○ the names of the different parts of a book ○ page sequencing ● Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> ○ spot and suggest rhymes ○ count or clap syllables in a word ○ recognise words with the same initial sound, such as money and mother ● Engage in extended conversations about stories, learning new vocabulary. ● Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. ● Write some or all of their name. ● Write some letters accurately.

Phonological Awareness

Phase 1 of Letters and Sounds concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.

Phase 1 is divided into seven aspects. Each aspect contains three strands: Tuning in to sounds (auditory discrimination), Listening and remembering sounds (auditory memory and sequencing) and Talking about sounds (developing vocabulary and language comprehension).

It is intended that each of the first six aspects should be dipped into, rather than going through them in any order, with a balance of activities. Aspect 7 will usually come later, when children have had plenty of opportunity to develop their sound discrimination skills.

Aspect 1 – General sound discrimination – environmental

The aim of this aspect is to raise children's awareness of the sounds around them and to develop their listening skills. Activities suggested in the guidance include going on a listening walk, drumming on different items outside and comparing the sounds, playing a sounds lotto game and making shakers.

Aspect 2 – General sound discrimination – instrumental sounds

This aspect aims to develop children's awareness of sounds made by various instruments and noise makers. Activities include comparing and matching sound makers, playing instruments alongside a story and making loud and quiet sounds.

Aspect 3 – General sound discrimination – body percussion

The aim of this aspect is to develop children's awareness of sounds and rhythms. Activities include singing songs and action rhymes, listening to music and developing a sounds vocabulary.

Aspect 4 – Rhythm and rhyme

This aspect aims to develop children's appreciation and experiences of rhythm and rhyme in speech. Activities include rhyming stories, rhyming bingo, clapping out the syllables in words and odd one out.

Aspect 5 – Alliteration

The focus is on initial sounds of words, with activities including I-Spy type games and matching objects which begin with the same sound.

Aspect 6 – Voice sounds

The aim is to distinguish between different vocal sounds and to begin oral blending and segmenting. Activities include Metal Mike, where children feed pictures of objects into a toy robot's mouth and the teacher sounds out the name of the object in a robot voice – /c/-/u/-/p/ cup, with the children joining in.

Aspect 7 – Oral blending and segmenting

In this aspect, the main aim is to develop oral blending and segmenting skills.

To practise oral blending, the teacher could say some sounds, such as /c/-/u/-/p/ and see whether the children can pick out a cup from a group of objects. For segmenting practise, the teacher could hold up an object such as a sock and ask the children which sounds they can hear in the word sock.

The activities introduced in Phase 1 are intended to continue throughout the following phases, as lots of practice is needed before children will become confident in their phonic knowledge and skills.