

Stamford Green Primary School and Nursery



English Compendium

“Reading should not be presented to children as a chore, a duty. It should be offered as a gift.”

Kate DiCamilo

What is the vision for English at Stamford Green?

It is our vision that our children:

- Are confident readers and writers, allowing them to access the curriculum independently.
- Learn the skills of reading from an early age, enabling them to become competent readers instilling a love and enjoyment from reading a wide range of texts.
- Become skilled writers, demonstrating control and flair across a wide range of purposes and audiences.
- Are articulate speakers, accessing and using appropriate language and vocabulary to discuss and share ideas.

Our English curriculum is brought to life by our seven commitments:

HAPPINESS

We know that happy children learn best and it is our aim, through our English curriculum that we instil a love of reading and writing into our children. We want our children to want to read and enjoy books, not because they have been told to. It is our desire that we foster good habits around reading. Our curriculum includes a wide range of texts that children listen to and read during their English and their reading lessons. As well as developing crucial reading skills, we ensure that the children are exposed to a wide range of authors and genres to spark their interest and enrich their cultural experiences.

INSPIRING

We are aspirational for the children to see themselves as readers and authors. Our planned approach to early reading ensures that the children assimilate the skills to do this and apply their knowledge independently, allowing them to fully access the curriculum. We ensure that we inspire the children to read a range of books by an inclusive range of authors through our planned approach to texts. Our school library is a lovely, inspiring place to be and children enjoy their weekly sessions and lunchtime open sessions. Each half term, our reading newsletter is read to the children, as well as being sent home to parents/carers, to inspire the children with their reading. Each edition includes recommended reads, new books out and adults in school talking about their lives as readers.

LEARNING

In the Early Years to Year 1, the children follow Read, Write Inc as their primary approach to reading and writing. This programme of study helps all children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling. Children work in small homogeneous groups to allow the children to be taught within their assessed groups so that phonics teaching is targeted to the children's abilities and needs. It also provides quicker progression and further supports building confidence in their phonetic decoding skills and reading ability. During Year 1, the children transition from Read Write Inc to English lessons, where the children build on their phonic knowledge and utilise their creative skills to write imaginatively. From Year 2 onwards, children are taught in their classes for reading, English and spelling lessons.

Thereafter, our approach to teaching English is that each half term, the children's learning is focused on a particular audience for writing. This allows children to fully be fully immersed in the writing purpose, whilst learning and progressing their writing skills. When learning about the particular writing purpose, teachers' model and demonstrate the features and structure of the

genre, whilst also drawing on ideas and suggestions from the children. In their English lessons, children are also taught about the important skills of editing, proofreading and improving their work.

Our approach to teaching reading is that teachers focus on a particular reading skill (e.g. prediction, inference) for a period of two weeks, using their class text. This allows the children to focus on and progress in a particular reading skill though discussion in a familiar context, whilst also learning how to apply the skills independently. We ensure that across a term, children learn and develop skills in all areas of the reading.

Our spelling lessons are focused on a particular spelling rule, using the Spelling Shed platform. Children have three lessons in school where the spelling rule is taught, explored and revised. As part of their homework, children practise the words at home online. In addition, children learn and practise eight high frequency words (taken from the National Curriculum) each week. These words are also monitored in school in a low stake spelling quiz. These words are practised frequently to enable children to retain these words and know how to spell them correctly.

There may be some children who require further support in order to keep up, not catch up. For these identified children in the EYFS, Year 1 and Year 2, we provide Fast Track Tutoring as our Subject Specific Tuition. This allows the children to revise and practise reading sounds and words to consolidate their learning. For children in KS2 who need support with learning to read we offer Fresh Start. We also use Comprehension Express to support children who no longer need Read Write Inc or Fresh Start, but still need targeted provision to develop their reading skills.

T O G E T H E R N E S S

We ensure that the reading and writing process is seen by the children as a process that we go through together. Teachers ensure that they use a variety of different techniques to model how to write a particular genre with the audience in focus. We ensure that this is done in collaboration with the children, drawing on their ideas and thoughts. There are regular opportunities for children to collaborate together through poetry, performances and presentations.

V A L U E S

Our twenty-two values are embedded throughout our English and reading lessons. We ensure that children demonstrate resilience, effort and self-belief when they are writing, so that children can see themselves as authors. This helps to build up their children's writing stamina so that they can produce completed pieces of writing. There are regular opportunities for partner work and peer assessment, where children demonstrate honesty, humility and reflection.

A M B I T I O N

We are ambitious for the children and their English learning so that they develop flair and control when they are writing. We are aspirational for children reading at home and expect children to read each night, fostering good reading habits. We ensure that for some children, where this does not happen, there are regular opportunities for them to read in school. We are ambitious for the children's presentation and ensure that there is a planned approach to the teaching of joined handwriting in Y1 and Y2. This ensures that children are learning to join their handwriting, when they have learnt about correct letter formation in the Early Years and Year 1. When the children are in Year 3, a handwriting pen is introduced for all children at the same time. Children can then choose as we recognise that some children prefer to use pencil over pen and different tasks may be better suited to pen or pencil.

A C H I E V E M E N T

We have high expectations for the children's achievement in English and this is monitored carefully and strategically through the school's Pupil Progress Review processes. Our end of key stage outcomes in reading and writing demonstrate that children achieve above national expectations at KS1 and KS2.

In English lessons, we want children to feel success and a sense of achievement. We ensure that children feel satisfied through producing a completed piece of coherent writing, whether it be a story, a report or a biography for example.

Aims for National Curriculum

The National Curriculum for English aims to ensure that all pupils:

- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Appreciate our rich and varied literary heritage
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

By the end of Year 6 at Stamford Green, our children will...

Behaviours	The children will have developed good habits to their reading and writing. They will regularly read independently with an enjoyment and engagement and will be able to discuss a text read. They will know about books that interest them and will be open to trying out different texts to read for enjoyment. Through their weekly visits to the school library, children will know how to behave appropriately in this environment. The children will be able to read and write independently for a sustained amount of time.
Attitudes	The children will have a positive attitude to reading and writing and can apply the curriculum taught to them independently. The children will see themselves as readers and writers and will demonstrate this with their positive attitudes. They will enjoy having a class book read to them and will engage positively in story times. When writing, proof reading and editing will become natural to them, enabling them to improve and sense check their work.
Skills	Through the range of writing purposes taught throughout primary school, the children will know how to write for a range of audiences. They will have a wide vocabulary and will independently consider word choice. The children will have developed reading skills to enable them to predict, infer and draw conclusions about the texts that they are reading. The children will understand and apply the grammatical structures that underpin the English language. The children will know how to proof read and edit their work and will be able to develop their writing further by applying these skills.
Knowledge	Through the comprehensive reading curriculum, children will know about a variety of different genres of books and a variety of different authors. They will apply this knowledge when choosing books to read for enjoyment. The children will understand how word choice is vital when writing, will have a varied vocabulary and will know how to use a thesaurus correctly to improve their word choice. The children will know and demonstrate an understanding of the features of different genres of writing and will know how to structure each genre effectively. The children will have developed a comprehensive knowledge of grammar and spelling rules. They will be able to discuss these rules with confidence and apply independently.
Experiences	By the end of primary school, the children will have read and discussed a wide range of texts, including poetry. The children will have developed their reading

	skills through these texts but will be able to apply these skills to other situations too. Teachers will have ensured that the children visit the school library on a weekly basis enabling the children to have a love of reading. Children will have a secure understanding of different genres and purposes for writing and the structure that the school uses of teaching writing allows the children to develop this understanding in detail. For some children, they may have experienced further support from Read Write Inc, Fresh Start or Comprehension Express to enable them to keep up with age related expectations.
Technology	<p>The children will have used a range of resources throughout school to enable them to become accomplished readers and writers. During reading sessions, children will have copies of the text to follow when others are reading and use in their studies. The visualiser will also be used to enlarge as necessary.</p> <p>Our commitment and drive to children learning to read and write in the early stages of their schooling lives ensure that they are well equipped to access the curriculum with independence and enjoyment.</p>
Sustained	The children will therefore be well prepared for the next stage of their education. They will start secondary school as competent, independent readers and writers. The children will be able to use their reading and writing skills across other areas of the curriculum.

British Values and Spiritual, Moral, Social and Cultural Learning in English

British Values: Children are encouraged to show tolerance by being given opportunities to speak and listen to other peoples' opinions. They develop their mutual respect through the use of talk partners. The texts we use in lessons have been carefully chosen and are diverse, covering themes such as tolerance, mutual respect and democracy.

Spiritual: Spiritual development is developed through the texts and books that the children read, ensuring that the children are able to enjoy and feel fascinated about what they have read. We ensure that the children are provided with opportunities to reflect on their own experiences and then use them to make connections to the text, themselves and the world around them. Our English curriculum gives children the opportunity to be creative and imaginative across a range of genres and purposes for writing.

Moral: In the English curriculum, children will analyse dilemmas many characters face in the texts that they read as well as understanding the difference between right and wrong. The five special books have been chosen to teach the children in the younger years about morals such as the way to treat people and friendships. In KS2, we aim to teach more complex moral dilemmas and ways to overcome or deal with them. We ensure that the children are given the opportunity to explore the motives of the characters and issues through discussion and in their written work.

Social: Social development in English involves the children developing their ability to work as a team, valuing active listening and taking on responsibility as a group. In the Read Write Inc lessons, all children are expected to join in and contribute when reading as a group and with a partner. Whilst participating in group discussions, pupils are introduced to ways of communicating fairly and effectively with each other.

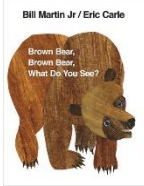
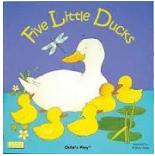
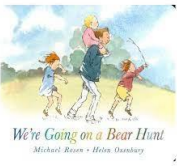
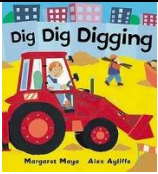

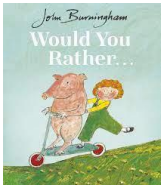
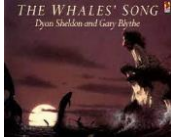
Cultural: The choice of texts in the English curriculum, and on the classroom bookshelves, have been carefully chosen to develop pupils' appreciation of cultural heritage. Through a variety of different techniques, children explore viewpoints and attitudes from those from other cultures as well as their own.

The English Curriculum for Nursery – Year 1

Reading – Five Special Books

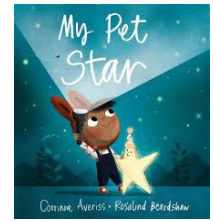
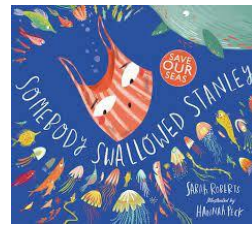
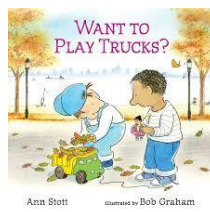
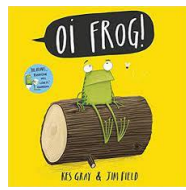
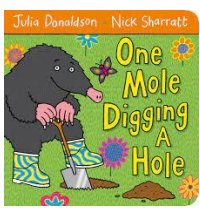
Five high quality books each half term to enjoy together. These books are read and re-read in class throughout the half term. Children become familiar with them, learning the patterns and the language, and thinking deeply about what the stories mean.

Nursery

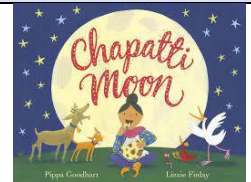
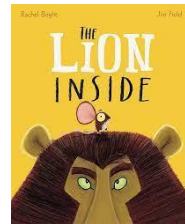
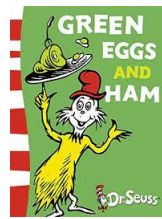
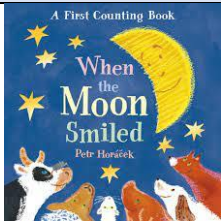
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Reception

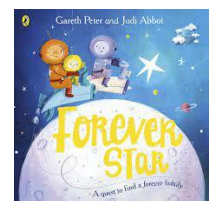
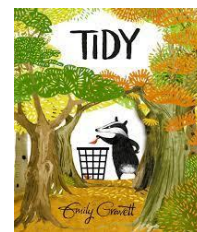
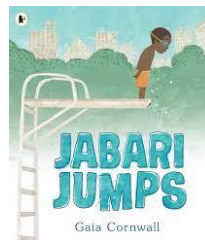
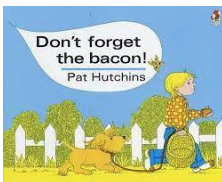
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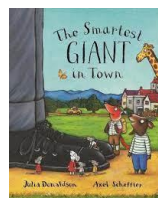
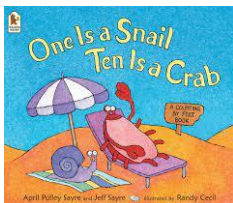
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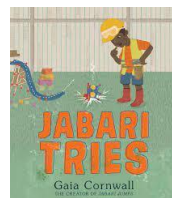
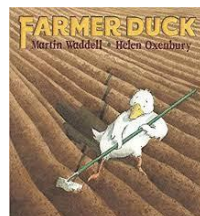
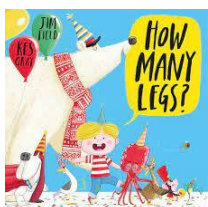
Spring 1



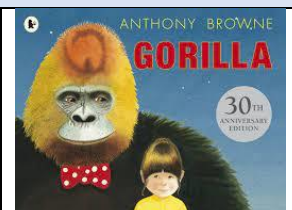
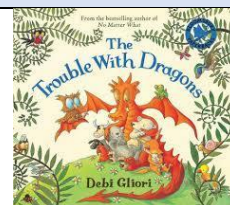
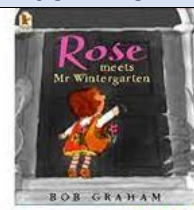
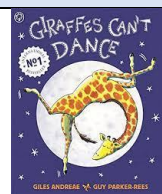
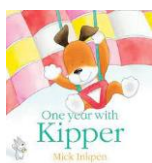
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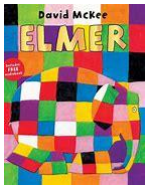

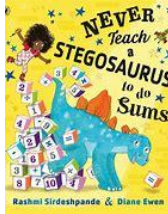
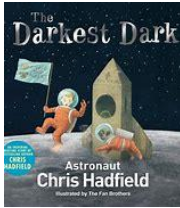

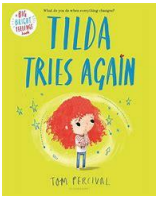

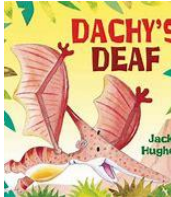
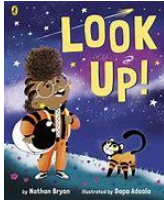

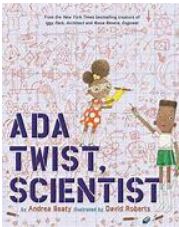

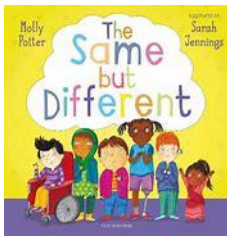
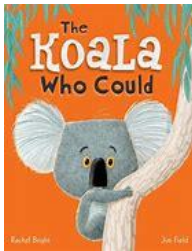
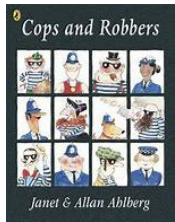
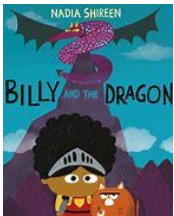
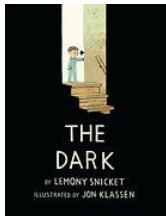

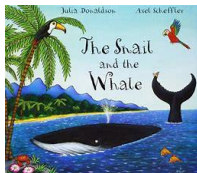
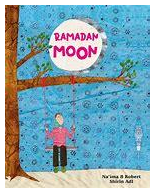
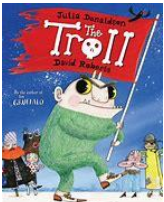


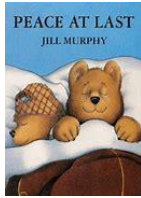
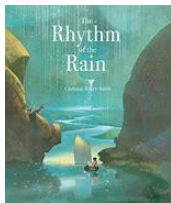

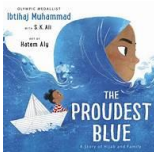

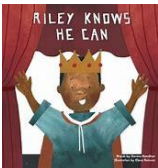

Summer 1



Summer 2















Year 1

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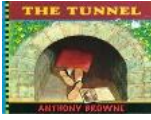
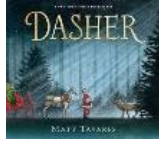
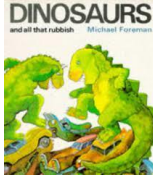
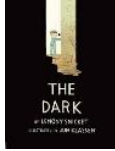
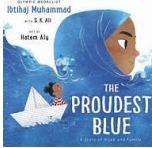
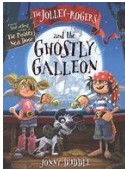

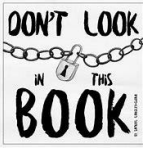

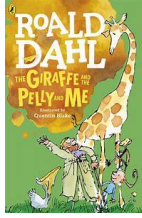

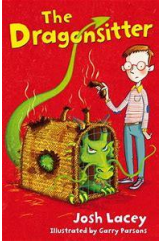
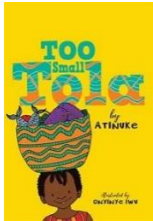

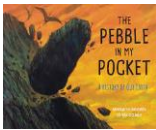
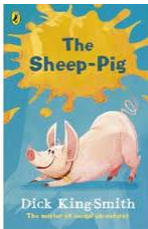
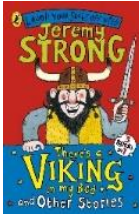
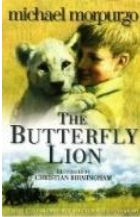
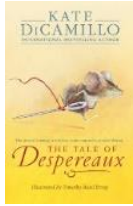
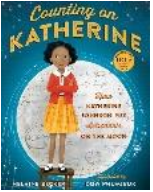
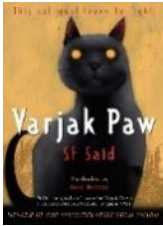
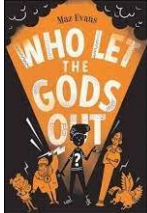
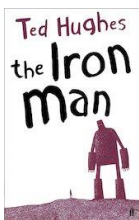


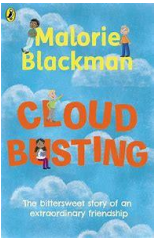
Read Write Inc

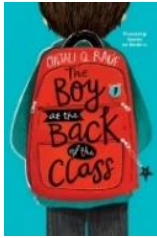

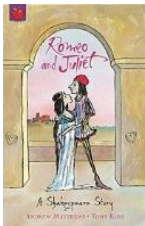

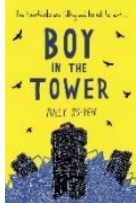
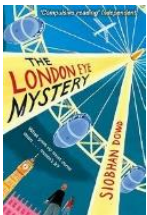
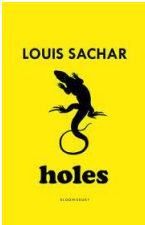
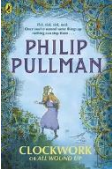

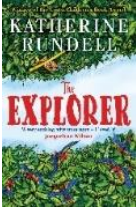

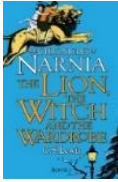
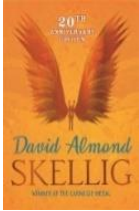
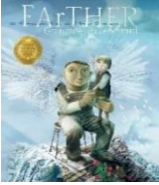
The teaching of Early Reading using the phonics programme 'Read Write Inc' commences in the spring term of Nursery, where the children become familiar with listening to sounds in words and beginning to recognise some letters. During the Reception phased entry, in the first two weeks of the term, phonics teaching begins small groups within the class and then following an assessment completed at half term, children are grouped in small groups homogenously across the year.

What to teach when – RWI document

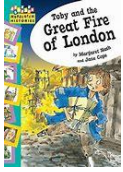

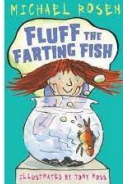



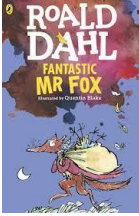


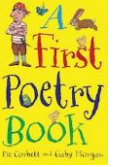
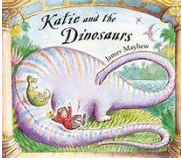
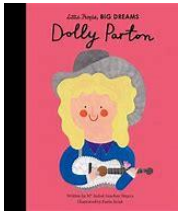

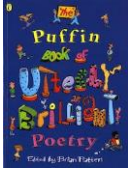
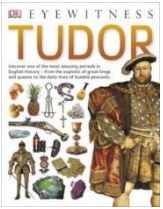
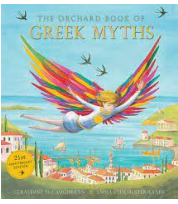

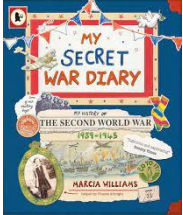
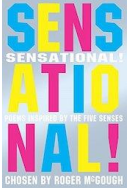
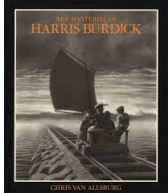
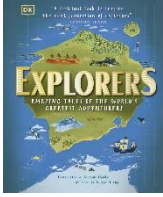
Group		In Speed Sounds lessons, teach children to:	To progress into the next group children should be able to:
Set 1 Sounds Group A		Read first 16 Set 1 sounds Learn to blend: Word Time 1.1 to 1.3 Spell using Fred Fingers	Read first 16 single-letter sounds speedily
Set 1 Sounds Group B		Read 25 Set 1 single letter sounds Learn to blend: Word Time 1.1 to 1.4 Spell using Fred Fingers	Read 25 single-letter sounds speedily Blend sounds into words orally
Set 1 Sounds Group C		Read 25 Set 1 single letter sounds speedily Blend independently using Phonics Green Word cards: Word Time 1.1 to 1.5 Spell using Fred Fingers	Read all Set 1 single letter sounds speedily Read Word Time 1.1 to 1.5 words with Fred Talk Maximum two weeks
Ditties PCM		Read Set 1 Special Friends Read words with Special Friends: Word Time 1.6 Review Word Time 1.1 to 1.5 Read 3-sound nonsense words Spell using Fred Fingers	Read all Set 1 Sounds speedily Read Word Time 1.6 words (words with Special Friends) with Fred Talk Read 3-sound nonsense words with Fred Talk
Red Ditty Books		Review Set 1 sounds speedily Read 4 and 5 sound words: Word Time 1.7 Review Word Time 1.1 to 1.6 Read 3 and 4 sound nonsense words Spell using Fred Fingers	Read words with Special Friends and 4-sound words with Fred Talk Read 3 and 4 sound nonsense words with Fred Talk
Green		Read Set 2 sounds and matching Phonics Green Words including longer words Review Set 1 Phonics Green Words Read nonsense words Spell using Fred Fingers	Read Word Time 1.6 and 1.7 words Read 4 and 5 sound nonsense words with Fred Talk Read previously taught words with Set 1 sounds speedily
Purple		Read Set 2 sounds and matching Phonics Green Words including longer words Review Set 1 Phonics Green Words Read nonsense words Spell using Fred Fingers Once secure, read Set 3 sounds and matching Phonics Green Words	Read the first six Set 2 sounds (ay, ee, igh, ow, oo, oo) speedily Read these sounds in real words and nonsense words with Fred Talk Read previously taught words with Set 1 sounds speedily
Pink		Read Set 2 sounds and matching Phonics Green Words including longer words. Review Set 1 and 2 Phonics Green Words Read nonsense words Spell using Fred Fingers: focus on Set 2 words Once secure, read Set 3 sounds and matching Phonics Green Words	Read all Set 2 sounds speedily Read these sounds in real words and nonsense words with Fred Talk Read previously taught words with Set 1 and 2 sounds speedily
Orange		Read Set 3 sounds and matching Phonics Green Words including longer words Review Set 1 and 2 Phonics Green Words Read nonsense words Spell using Fred Fingers: focus on Set 2 words	Read Set 1 and Set 2 sounds in longer words Read Set 1 and Set 2 sounds in 4 and 5 sound nonsense words Read previously taught words with Set 1 and Set 2 sounds speedily
Yellow		Read Set 3 sounds and matching Phonics Green Words including longer words Review Set 1, 2 and 3 Phonics Green Words Read nonsense words Spell using Fred Fingers: Set 2 and 3 words	Read the first six Set 3 sounds (ea, oi, a-e, i-e, o-e, u-e) speedily Read these sounds in real words and nonsense words Read a passage at 60-70 words per minute, attempting intonation to show comprehension
Blue		Read Set 3 sounds and matching Phonics Green Words including longer words Review Set 1, 2 and 3 Phonics Green Words Read nonsense words Spell using Fred Fingers: Set 2 and 3 words	Read all Set 3 sounds speedily Read Set 3 Sounds in real words and nonsense words Read a passage at 70-80 words per minute, attempting intonation to show comprehension
Grey		Read unfamiliar multi-syllabic words Review Set 1, 2 and 3 sounds and matching Phonics Green Words including longer words speedily Read nonsense words Spell using Fred Fingers: multi-syllabic, Set 2 and 3 words	Read all Set 3 sounds in nonsense words Read multi-syllabic words containing Set 1, 2 and 3 sounds Read a passage at 80-90+ words per minute with intonation that shows some comprehension

The Reading Curriculum for Year 2 – Year 6

	Autumn Term		Spring Term		Summer Term	
Year 2 Key Skills Focus	Explain Retrieve Summarise	Vocabulary Inference Prediction	Explain Retrieve Summarise	Vocabulary Inference Prediction	Explain Retrieve Summarise	Vocabulary Inference Prediction
Texts Studied	 	  	  	  	 	 
Year 3 Key Skills Focus	Explain Retrieve Summarise	Vocabulary Inference Prediction	Explain Retrieve Summarise	Vocabulary Inference Prediction	Explain Retrieve Summarise	Vocabulary Inference Prediction
Texts Studied	 					
Year 4 Key Skills Focus	Explain Retrieve Summarise	Vocabulary Inference Prediction	Explain Retrieve Summarise	Vocabulary Inference Prediction	Explain Retrieve Summarise	Vocabulary Inference Prediction
Texts Studied						

<p>Year 5 Key Skills Focus</p>	<p>Vocabulary Inference Prediction</p>	<p>Explain Retrieve Summarise</p>	<p>Summarise Inference Explain</p>	<p>Vocabulary Retrieve Prediction</p>	<p>Vocabulary Inference Prediction</p>	<p>Explain Retrieve Summarise</p>
<p>Texts Studied</p>						
<p>Year 6 Key Skills Focus</p>	<p>Vocabulary Inference Prediction</p>	<p>Explain Retrieve Summarise</p>	<p>Vocabulary Inference Prediction</p>	<p>Explain Retrieve Summarise</p>	<p>Vocabulary Inference Prediction</p>	<p>Explain Retrieve Summarise</p>
<p>Texts Studied</p>		 		 		

The English Curriculum for Years 2 - 6

	Autumn Term		Spring Term		Summer Term	
Year 2 Audience and Purpose	Writing to inform	Writing to entertain	Writing to inform	Writing to inform	Writing to entertain	Writing to entertain
Genre	Diaries	Familiar stories	Letters	Reports	Description	Poetry: acrostic, kenning, haiku
Inspiration	 	 	 		 	 
Year 3 Audience and Purpose	Writing to entertain	Writing to inform	Writing to persuade	Writing to entertain	Writing to entertain	Writing to inform
Genre	Description	Biography	Letters	Myths and Legends	Poetry: shape, free verse	Reports
Inspiration						
Year 4 Audience and Purpose	Writing to entertain	Writing to persuade	Writing to inform	Writing to entertain	Writing to entertain	Writing to inform
Genre	Myths and Legends	Adverts	Diaries	Poetry: riddle, limerick	Suspense stories	Recounts
Inspiration						

Year 5 Audience and Purpose	Writing to inform	Writing to entertain	Writing to inform	Writing to discuss and persuade	Writing to entertain	Writing to entertain
Genre	Newspaper reports	Poetry: narrative, sonnet	Reports	Debates	Science-fiction	Mystery stories
Inspiration						
Year 6 Audience and Purpose	Writing to entertain	Writing to inform	Writing to entertain	Writing to inform	Writing to entertain	Writing to inform
Genre	Flashbacks	Biography	Adventures stories	Reports	Poetry: nonsense, free verse, narrative	Recount
Inspiration						

Sequence for Teaching Writing

Week 1	<ul style="list-style-type: none"> Understanding of the purpose and audience of writing Immersion in the text type so that there is clear understanding of the features
Week 2	<ul style="list-style-type: none"> Discrete teaching of the knowledge and skills appropriate to the writing purpose (e.g. punctuation, grammar, vocabulary) Application of the writing skills in independent writing
Week 3	<ul style="list-style-type: none"> Discrete teaching of the knowledge and skills appropriate to the writing purpose (e.g. punctuation, grammar, vocabulary) Application of the writing skills in independent writing
Week 4	<ul style="list-style-type: none"> Shared writing Independent writing of shared ideas, utilising skills taught in previous weeks
Week 5	<ul style="list-style-type: none"> Independent writing of the genre/purpose of writing
Week 6	<ul style="list-style-type: none"> Editing and proof reading

Long Term Plan: Early Years Foundation Stage

Milestones – By the end of the EYFS, children at the expected level of development will demonstrate...


- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
- Anticipate -where appropriate-key events in stories
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play
- Say a sound for each letter in the alphabet at least 10 digraphs
- Read words consistent with their phonic knowledge by sound-blending
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exceptions words
- Write recognisable letters, most of which are correctly formed
- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by others


According to the Statutory Framework for the EYFS, children in Nursery and Reception should be taught:

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

EYFS	Tier 1	Tier 2	Tier 3
Reading	pictures, story, book	sound, words, page, rhyme, phonics	poem
Writing	name	write, draw, letters, sounds, capital letter, full stop	lower case, upper case

In the EYFS, the children will be taught to:

Area of English	Age of the children	Progression of skills
Reading 	Birth to three – babies toddlers and young children will be learning to:	<ul style="list-style-type: none"> • Enjoy sharing books with an adult • Pay attention and respond to the pictures and words • Have favourite books and seek them out, to share with an adult, with another child, or to look at alone • Repeat words and phrases from familiar stories • Ask questions about the books. Make comments and shares their own ideas • Develop play around favourite stories using props • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo
	3 and 4 year old will be learning to:	<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

		<ul style="list-style-type: none"> ➤ 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 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 • Engage in extended conversations about stories, learning new vocabulary
	Children in Reception will be learning to:	<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 represent one sound and say sounds for them • Read a few common exception words linked to Read Write Inc 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
	Early Learning Goal	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary • Anticipate – where appropriate – key events in stories • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play • Say a sound for each letter in the alphabet and at least 10 digraphs • Read words consistent with their phonic knowledge by sound-blending • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words
<p>Writing</p> 	Birth to three – babies toddlers and young children will be learning to:	<ul style="list-style-type: none"> • Enjoy drawing freely • Add some marks to their drawings, which they give meaning to • Make marks on their picture to stand for their name
	3 and 4 year old will be learning to:	<ul style="list-style-type: none"> • Use some of their print and letter knowledge in their early writing • Write some or all of their name • Write some letters accurately
	Children in Reception will be learning to:	<ul style="list-style-type: none"> • Form lower case and capital letters correctly • Spell words by identifying the sounds and then writing the sound with letters/s • Write short sentences with words with known sound-letter correspondences using a capital letter and full stop • Re-read what they have written to check that it makes sense
	Early Learning Goal	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed • Spell words by identifying sounds in them and representing the sounds with a letter or letters

		<ul style="list-style-type: none">• Write simple phrases and sentences that can be read by others
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Long Term Plan: Year 1

Milestones – By the end of Year 1, children will demonstrate...

- Use of full stops, question marks, exclamation marks
- Correct letter formation including lead ins and lead outs
- Accurate use of capital letters for names and I
- Sentences are beginning to be used, using joining words: and
- Accurate use of finger spaces
- Use of describing words in sentences
- Complete Read, Write, Inc phonics programme
- Use phonic knowledge to decode and read words accurately and fluently
- Respond to texts, recalling and explaining what has been read
- Become familiar with key stories and recognise rhyme in poetry
- Make inferences on the basis of what is being said or done by the characters



According to the National Curriculum, children in Year 1 should be taught:









During Year 1, teachers should build on work from the Early Years Foundation Stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Teachers should also ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils' reading and spelling of all words.





Pupils' writing during Year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing.

Year 1	Tier 1	Tier 2	Tier 3
Reading	story, fairy tale	phonics, blend, tale, rhyme, explain, poem, sound, title, blurb, recall, explain, meaning, title, blurb, rhyme, poem	vocabulary, inference, prediction, explain, retrieve, summarise
Writing	words, write	writing, letters, upper case, lower case, nip, flip, grip, letter families, numbers, sentences, spaces, finger spaces, describing words, rhyme,	phrase, rhythm
Grammar	words	consonant, vowel, sentence, letter, capital letter, word, singular, plural, punctuation, full stop, question mark, exclamation mark	proper noun

In Year 1, the children will be taught to:

Area of English	Focus	Progression of skills
	 Planning writing	<ul style="list-style-type: none"> • Says what they are going to write about aloud • Composes a sentence orally before writing
	Drafting writing	<ul style="list-style-type: none"> • Sequences sentences to form short narratives • Re-read what they have written to make sure it makes sense

		
	<p>Editing writing</p> 	<ul style="list-style-type: none"> • Discuss what they have written with the teacher or other pupils • Read aloud their writing clearly enough to be heard by their peers and the teacher
	<p>Handwriting</p> 	<ul style="list-style-type: none"> • Sits correctly at a table, holding a pencil comfortably and correctly, using nip, flip grip • Forms lower case letters in the correct direction, starting and finishing in the correct place (pre cursive moving to joined by the end of the year if ready) • Forms capital letters • Forms digits 0-9 • Understands which letters belong to which handwriting 'families' and practise these
	<p>Sentence construction</p> 	<ul style="list-style-type: none"> • Understand words can combine to make sentences • Leaves spaces between words • Joining words and joining clauses using 'and'
	<p>Punctuation</p> 	<ul style="list-style-type: none"> • Separation of words with spaces • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences • Uses capital letters for names of people, places, days of the week and the personal pronoun 'I' <p>Capital letters used for names and for the personal pronoun 'I'</p>
	<p>Words</p> 	<ul style="list-style-type: none"> • Spell words containing each of the 40+ phonemes already taught • Spell the following common exception words: the, a, do, to, 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, our • Spell the days of the week • Name the letters of the alphabet in order • Use letter names to distinguish between alternative spellings of the same sound • Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs • Use the prefix - un Use -ing, -ed, -er, -est where no change is needed in the spelling of root words
<p>Reading</p> 	<p>Decoding</p> 	<ul style="list-style-type: none"> • Applies their phonic knowledge to decode words • Speedily respond with the correct sound to graphemes 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 • Blend sounds to read unfamiliar words

		<ul style="list-style-type: none"> Recognise alternative sounds for graphemes Read words with more than one syllable Read words with contractions (e.g. I'm, I'll etc.) and understands that the apostrophe represents the omitted letter/s
<p>Fluency</p> 	<ul style="list-style-type: none"> Shows awareness of punctuation when reading aloud Read the following common exception words: Autumn: the, a, do, to, today, of, said, says, are, were, was, is, his, has, I Spring: you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where Summer: love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our 	
<p>Understanding of texts</p> 	<ul style="list-style-type: none"> Discuss the significance of the title and blurb of a text Recall and explain what has happened so far in the story Able to check that the text makes sense to them as they read Discuss the significance of the events within a text Recognise and join in with predictable phrases Able to link reading to own experience Questions and comments on the meanings of parts of the text Discusses word meanings, linking new meanings to those already known 	
<p>Familiarity of texts</p> 	<ul style="list-style-type: none"> Becomes familiar with key stories, fairy stories and traditional tales Retell fairy tales and traditional tales and recognises their particular characteristics Recognise a poem Recognise rhyme in poems 	
<p>Inference</p> 	<ul style="list-style-type: none"> Makes inferences on the basis of what is being said or done by characters 	

Long Term Plan: Year 2

Milestones – By the end of Year 2, children will demonstrate...

- Full stops, capital letters (including proper nouns and I), exclamation marks and question marks are used accurately
- Spaces between words are accurate
- There is the correct use of present and past tense
- Sentences are joined using when, if, that, because, or, and, but, so
- Apostrophes used for contraction e.g. can't, couldn't and singular possession
- Expanded noun phrases are used in sentences
- Adverbs of time e.g. first, next, second are used where appropriate
- Adverbs e.g. slowly, quickly, cautiously are used in writing
- Joined handwriting and correct spellings throughout the piece of writing
- Read words accurately and fluently in age appropriate texts
- Read independently for enjoyment
- Read fluently as automatic decoding has become embedded
- Show awareness of the structure, sequencing and organisation of a text
- Understand the different structure for fiction and non-fiction texts
- Make simple inferences about events and information, using evidence from a text








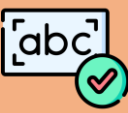
According to the National Curriculum, children in Year 2 should be taught:








By the beginning of Year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word reading knowledge. They should also be able to read many common words containing GPCs taught so far [for example, shout, hand, stop, or dream], without needing to blend the sounds out loud first. Pupils' reading of common exception words [for example, you, could, many, or people], should be secure. Pupils will increase their fluency by being able to read these words easily and automatically. Finally, pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during Year 1.

In writing, pupils at the beginning of Year 2 should be able to compose individual sentences orally and then write them down. They should be able to spell correctly many of the words covered in year 1 (see English Appendix 1). They should also be able to make phonically plausible attempts to spell words they have not yet learnt. Finally, they should be able to form individual letters correctly, so establishing good handwriting habits from the beginning.

Year 2	Tier 1	Tier 2	Tier 3
Reading	story, fairy tale, phonics, blend, tale, rhyme, explain, poem, sound, title, blurb, meaning	vocabulary, inference, prediction, explain, retrieve, summarise, fiction, non-fiction, organisation, sequence, text, feature	evidence
Writing	sentence, full stops, capital letters, lower case, upper case, letters	purpose, audience, diary, story, letter, report, description, poetry, draft, plan, check, sequence, adjective, simile, senses, rhyme, rhythm	proof-read, addition, revision, correction, character, plot
Grammar	consonant, vowel, sentence, letter, capital letters, word,	statement, question, exclamation,	prefix, suffix, conjunction,

	singular, plural, full stop, question mark, exclamation mark	command, noun, adjective, expanded noun phrases, verb, adverb, tense (past, present), punctuation, apostrophe, comma	subordination, coordination, homophone
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In Year 2, the children will be taught to:		
Area of English	Focus	Progression of skills
Writing 	Planning writing 	<ul style="list-style-type: none"> Plan what they are going to write about, including writing down ideas and/or key words and new vocabulary Encapsulate what they want to say, sentence by sentence
	Drafting writing 	<ul style="list-style-type: none"> Write about real events Write narratives about personal experiences and those of others (real and fictional) Write simple poetry Write for different purposes
	Editing writing 	<ul style="list-style-type: none"> Make simple additions, revisions and corrections to their writing to their own writing by evaluating their writing with the teacher and other pupils Re-read and check that writing makes sense and that the correct tense is used throughout Proof-read to check for errors in spelling, grammar and punctuation Read aloud what they have written with appropriate intonation to make the meaning clear
	Handwriting 	<ul style="list-style-type: none"> Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters Form lower case letters of the correct size, relative to other another Use spaces between words that reflects the size of the letters Begin to use the diagonal and horizontal strokes needed to join letters
	Sentence construction 	<ul style="list-style-type: none"> Learn how to use sentences with different forms: statement, questions, exclamation, command Use expanded noun phrases to describe and specify Use the present and past tenses correctly and consistently, including the progressive form Use subordination (when, if, that, because) and coordination (or, and, but) Use some features of written Standard English
	Punctuation 	<ul style="list-style-type: none"> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Use commas to separate items in a list Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns
	Words 	<ul style="list-style-type: none"> Form nouns using suffixes such as -ness, -er and by compounding Form adjectives using suffixes such as -ful, -less Use suffixes -er, -est in adjectives and -ly to turn adjectives into adverbs Segment spoken words into phonemes and represent these by graphemes, spelling many correctly

		<ul style="list-style-type: none"> ➤ Learn new ways of spelling phonemes for which one or more spellings are already known ➤ Learn to spell the following common exception words: ➤ Learn to spell more words with contracted forms ➤ Learn to use the possessive apostrophe (singular) ➤ Distinguish between homophones and near homophones ➤ Spell words containing the spelling rules from Appendix 2 of the National Curriculum
	<p>Poetry</p> 	<p>Articulate what a poem is</p> <p>Identify the features of a poem:</p> <ul style="list-style-type: none"> • Explain what is meant by rhyme and rhythm <p>Plan, write and edit a poem for a particular audience and purpose:</p> <ul style="list-style-type: none"> • Use description in their writing • Use adjectives and similes, senses • Include rhyming words <p>Perform a poem:</p> <ul style="list-style-type: none"> • Read a poem aloud
<p>Reading</p> 	<p>Decoding</p> 	<ul style="list-style-type: none"> • Use phonic knowledge to decode words until automatic decoding has become embedded. • Reads the Year Two common exception words. • Reads words containing taught GPCs and –s, -es, -ing, -ed, -er, and –est endings. • Reads words of two or more syllables accurately. • Reads words containing common suffixes • Reads most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
	<p>Fluency</p> 	<ul style="list-style-type: none"> • Checks for meaning, going back if they don't understand a section of the text • Shows fluency and expression when reading aloud, taking account of the punctuation
	<p>Understanding of texts</p> 	<ul style="list-style-type: none"> • Shows awareness of the use of features of organisation (e.g. beginning/end of story) • Predicts what might happen on the basis of what has been read so far • Explains the sequence of events in books and explains how information/events are related • Explains and discusses understanding of the text, making reference to textual clues
	<p>Familiarity of texts</p> 	<ul style="list-style-type: none"> • Knows where to look for information about key events, characters etc • Understands that non-fiction books are structured in a different way to a story book • Shows awareness that books are set in different times and places. • Recognises simple recurring literary language in stories and poetry. • Expresses own views about a wide range of text types • Identifies general features of a text type • Aware that writers have viewpoints and purposes
	<p>Inference</p> 	<ul style="list-style-type: none"> • Makes simple inferences about events and information, using evidence from the text

Long Term Plan: Year 3

Milestones – By the end of Year 3, children will demonstrate...

- Full stops, capital letters (including proper nouns and I), exclamation marks, question marks, inverted commas, apostrophes for contraction and singular possession are used accurately
- Commas are used to demarcate a list
- 'a' and 'an' are used correctly
- Conjunctions using; while, before, after, because, although, if, are used to extend sentences
- Writing includes a range of adverbs, e.g. then, soon, next, therefore
- Prepositions are used e.g. before, after, during, in
- There is a correct use of verbs to match tense
- Paragraphs are used to group related material
- Joined handwriting and correct spellings are used throughout writing
- Develop stamina when reading independently
- Raise and answer questions about a text
- Predict what might happen in a text
- Have an awareness and appreciation of authors' choices of words and phrases and the effect they have on the reader
- Draw inference from a text, such as a character's thoughts, feelings or motives







According to the National Curriculum, children in KS2 should be taught:









By the beginning of Year 3, pupils should be able to read books written at an ageappropriate interest level. 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 decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. 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. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. 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.



Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Teachers should therefore be consolidating pupils' writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology. Teaching them to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence. 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. Pupils should be beginning to understand how writing can be different from speech. Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say.

Year 3	Tier 1	Tier 2	Tier 3
Reading	fiction, non-fiction, organisation, sequence, text, feature	vocabulary, inference, prediction, explain, retrieve, summarise, plot, character, setting	structure, word choices, interest
Writing	sentence, full stops, capital letters, lower case, upper case, letters, punctuation, fiction, non-fiction,	biography, persuade, myths and legends, report, alliteration, simile, organise, paragraphs, theme,	cohesion, coherence, figurative language, personification, metaphor, onomatopoeia

		character, setting, plot, tense, proof-read, edit, improve, correct, dictionary, heading, subheading, caption, text boxes	
Grammar	statement, question, exclamation, command, subject, object, noun, adjective, expanded noun phrases, verb, adverb, tense, present tense, past tense, punctuation, apostrophe, comma	word family, prefix, suffix, homophone, preposition, determiner, synonym, conjunctions, subordination, coordination, subordinate clauses, preposition, apostrophe, contraction, direct speech, inverted commas, tense (present perfect)	pronoun, possessive pronoun

In Year 3, the children will be taught to:		
Area of English	Focus	Progression of skills
	Planning writing 	<ul style="list-style-type: none"> • Begin to use ideas from their own reading and modelled examples to plan their writing • Compose and rehearse sentences orally (including dialogue)
	Drafting writing 	<ul style="list-style-type: none"> • Begin to organise their writing into paragraphs around a theme • Begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction) • Make deliberate ambitious word choices to add detail • Begin to create settings, characters and plots in narratives
	Editing writing 	<ul style="list-style-type: none"> • Proofread their own and others' work to check for errors (with increasing accuracy) and make improvements
	Sentence construction 	<ul style="list-style-type: none"> • Maintain the correct tense (including the present perfect tense) throughout the piece of writing with accurate subject/verb agreement • Use 'a' or 'an' correctly throughout a piece of writing • Use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because and although • Use a range of conjunctions, adverbs and prepositions to show time, place and clause
	Handwriting 	<ul style="list-style-type: none"> • Use a neat, joined handwriting style with increasing accuracy and speed

	<p>Punctuation</p> 	<ul style="list-style-type: none"> • Use full stops, capital letters, question marks, exclamation marks, commas to separate lists, apostrophes to mark singular possession and contractions • Punctuate direct speech accurately, including the use of inverted commas
	<p>Words</p> 	<ul style="list-style-type: none"> • Spell words with the 'i sound' spelt 'y' in a position other than at the end of words (e.g. mystery, gym) • Spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly • Spell most words with the suffixes -ly with no change to the root word; root words that end in 'le', 'al', or 'ic' and the exceptions to the rules • Spell words with added suffixes beginning with a vowel (-er/ed/-ing) to words with more than one syllable • The sound spelt 'ou' (young, touch, double) • Use the first two or three letters of a word to check its spelling in a dictionary • Words with endings that are spelt -sure and -ture • Words with endings that are spelt -sion • Spell some more complex homophones and near homophones, including here/hear, brake/break, mail/male • Spell the Y3 statutory spelling words correctly
	<p>Poetry</p> 	<ul style="list-style-type: none"> • Articulate what a poem is <p>Identify the features of a poem:</p> <ul style="list-style-type: none"> • Explain the use of figurative language in poetry – description, similes and metaphors, alliteration, repetition, onomatopoeia, emotion, rhyme <p>Plan, write and edit a poem for a particular audience and purpose:</p> <ul style="list-style-type: none"> • Use language for effect <p>Perform a poem:</p> <ul style="list-style-type: none"> • Read a poem aloud
<p>Reading</p> 	<p>Understanding the text</p> 	<ul style="list-style-type: none"> • Check that a text makes sense and is able to discuss their understanding of the text • Ask relevant questions to improve their understanding of a text • Identify relevant points to answer questions
	<p>Familiarity with texts</p> 	<ul style="list-style-type: none"> • Able to identify the most obvious points from the text • Identify the purpose of a number of non-fiction texts
	<p>Prediction</p> 	<ul style="list-style-type: none"> • Predict what might happen from details stated and implied
	<p>Authorial intent</p> 	<ul style="list-style-type: none"> • Identify words and phrases that capture the reader's interest and imagination • Identify a writer's use of adjectives to create description • Explain why words and phrases identify reader interest • Understands and explains how and why authors make structural choices in their writing
	<p>Inference</p>	<ul style="list-style-type: none"> • Draws inference from a text (such as inferring a character's feelings, thoughts and motives from their actions)

		
	<p>Discussion of text</p> 	<ul style="list-style-type: none">• Participate in discussion about texts that are read, taking turns and listening to what others say• Express a personal response to texts read

Long Term Plan: Year 4

Milestones – By the end of Year 4, children will demonstrate...

- Full stops, capital letters (including proper nouns and I), exclamation marks, question marks, inverted commas, commas in a list are used accurately
- Paragraphs are used (topic sentence and supporting details)
- There is the correct use of verbs to match tense
- There is a range of pronouns and nouns used e.g. he, she, we, they, Sally, to aid cohesion and avoid repetition
- Conjunctions, prepositions and adverbs are used accurately, e.g. when, after, so, because, soon, next, because, of, during, in, before, while
- Expanded noun phrases (e.g. 'the teacher' expanded to 'the strict teacher with curly hair' are used to extend sentences
- Fronted adverbials with a comma are used
- Apostrophes for possession and plural nouns are used correctly
- Joined handwriting and correct spellings are used throughout the piece of writing
- Demonstrate stamina when reading independently for longer periods of time
- Discuss texts and identify relevant points to answer questions
- Make well-considered predictions that are explained and implied
- Identify and explain the overall effect of a text on a reader and how this is achieved
- Make inferences from a text that are justified and explained with evidence
- Express a personal response to texts

According to the National Curriculum, children in Year 3 and Year 4 should be taught:








By the beginning of Year 3, pupils should be able to read books written at an age appropriate interest level. 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 decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. 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. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. 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.








Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Teachers should therefore be consolidating pupils' writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology. Teaching them to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence. 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. Pupils should be beginning to understand how writing can be different from speech. Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say.



Year 4	Tier 1	Tier 2	Tier 3
Reading	vocabulary, inference, prediction, explain, retrieve, summarise	structure, word choices, theme, style, features, compare, genre, perform, justify, explain	effect on reader
Writing	diary, alliteration, simile, organise, paragraphs,	myths and legends, advertising,	slogan

	character, setting, plot, proof-read, edit, improve	persuasion, recount, suspense, rhyme, emotion, cohesion, coherence, formal, informal, Standard English, repetition, figurative language	
Grammar	word family, prefix, suffix, homophone, preposition, determiner, synonym, conjunctions, subordination, coordination, subordinate clauses, preposition, apostrophe, contraction, direct speech, inverted commas, pronoun	determiner, pronoun, possessive pronoun, adverbial, fronted adverbial, apostrophe – plural possession	adverbials of time, place and number, cohesion

In Year 4, the children will be taught to:

Area of English	Focus	Progression of skills
Writing 	Planning writing 	<ul style="list-style-type: none"> Discuss and record ideas Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structure
	Drafting writing 	<ul style="list-style-type: none"> Consistently organise their writing into paragraphs around a theme to add cohesions and to aid the reader Write a range of narratives that are well-structured and well-paced Write a range of narratives and non-fiction pieces using a consistent and appropriate structure Create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere
	Editing writing 	<ul style="list-style-type: none"> Proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/pronouns for cohesion
	Sentence construction 	<ul style="list-style-type: none"> Maintain an accurate tense throughout a piece of writing Use Standard English verb inflections accurately Use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences Expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases Consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition
	Handwriting 	<ul style="list-style-type: none"> Increase the legibility, consistency and quality of their handwriting (e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders do not touch)
	Punctuation 	<ul style="list-style-type: none"> Use full stops, capital letters, question marks, exclamation marks, commas to separate lists, apostrophes to mark contractions

		<ul style="list-style-type: none"> Use all the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas Consistently use apostrophes for singular and plural possession
	<p>Words</p> 	<ul style="list-style-type: none"> Spell words with the /ei/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey) Spell words with a /k/ sound spelt with a 'ch' (e.g. scheme, chorus, chemist, echo, character) Spells words with the suffix -ous Spell words with the /sion/ sound that are spelt -tion, -sion, -ssion, -cian Spell words with the /sh/ sound spelt 'ch' Spell words with the /g/ sound spelt -gue and the /k/ sound spelt -que e.g. league, tongue, antique Spell words with the /s/ sound spelt 'sc' e.g. science Possessive apostrophe with plural words (Note singular proper nouns ending in s use the 's suffix e.g. Cyprus's population) Spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- Form nouns with the suffix -ation Spell the Y4 statutory spelling words correctly
	<p>Poetry</p> 	<ul style="list-style-type: none"> Articulate what a poem is <p>Identify the features of a poem:</p> <ul style="list-style-type: none"> Explain the use of figurative language in poetry – description, similes and metaphors, alliteration, repetition, onomatopoeia, emotion, rhyme <p>Plan, write and edit a poem for a particular audience and purpose:</p> <ul style="list-style-type: none"> Use language for effect <p>Perform a poem:</p> <ul style="list-style-type: none"> Read a poem aloud
<p>Reading</p> 	<p>Understanding the text</p> 	<ul style="list-style-type: none"> Identify relevant points from the text to answer questions. Identify relevant points from the text when discussing parts of the text/characters/events within it <p>Able to support comments by a relevant textual reference or quotation</p>
	<p>Familiarity with texts</p> 	<ul style="list-style-type: none"> Draws main ideas from more than one paragraph and can then summarise the ideas Identifies the main purpose of a range of text types Retrieve and record information from non-fiction texts
	<p>Prediction</p> 	<ul style="list-style-type: none"> Make well considered predictions that are justified and explained through details that are explained and implied
	<p>Authorial intent</p> 	<ul style="list-style-type: none"> Selects appropriate tone and volume when reading different texts Identifies and explains how language contributes to meaning within texts Identifies and explains an explicit viewpoint Identifies and explains the overall effect of a text on the reader and how this is achieved

	<p>Inference</p> 	<ul style="list-style-type: none">• Makes inferences from a text that is justified and explained with evidence
	<p>Discussion of text</p> 	<ul style="list-style-type: none">• Participate in discussion about texts that are read, taking turns and listening to what others say• Express a personal response to texts read

Long Term Plan: Year 5

Milestones – By the end of Year 5, children will demonstrate...

- Full stops, capital letters (including proper nouns and I), exclamation marks, question marks, inverted commas, commas in a list, commas for a pause, commas after a fronted adverbial are used accurately
- Use of brackets, dashes or commas to indicate parenthesis
- Use of commas to clarify meaning or avoid confusion
- Sentences with relative clauses: who, which, what, that, are used
- Adverbs/adverbials, prepositions and conjunctions are used accurately
- Expanded noun phrases and interesting vocabulary are used to enhance sentences
- Modal verbs e.g. might, could, should, will, must
- Paragraphs are used correctly (topic sentence and supporting details)
- Pronouns and nouns are correctly used for cohesion of sentences
- Cohesion within and between paragraphs: then, after, although, meanwhile, firstly, had been
- Provide reasoned justifications for their views about a text
- Understand the language and vocabulary used in a text and their effect on the reader
- Understand and identify key points in a text and explain why organisational features have been used
- Make well-considered predictions through details that are explained and implied
- Identify the features and effect of authors' language choices
- Explain inferred meanings and draw evidence from across the text
- Discuss books they have read and make recommendations to their peers









According to the National Curriculum, children in Year 5 and Year 6 should be taught:








By the beginning of Year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly. They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.

Pupils should be able to write down their ideas quickly. Their grammar and punctuation should be broadly accurate. Pupils' spelling of most words taught so far should be accurate and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English.

Year 5	Tier 1	Tier 2	Tier 3
Reading	vocabulary, inference, prediction, explain, retrieve, summarise	structure, word choices, intonation, volume, tone	effect
Writing	reports, poetry, plan, draft, proof-read, edit, formal/informal language, simile, alliteration	news articles, narrative, sonnet, rhyme scheme, debate, science fiction, mystery, cohesion, coherence, metaphor, personification, onomatopoeia,	

		technical language, research	
Grammar	pronoun, possessive pronoun, adverbial, fronted adverbial, apostrophe – plural possession	relative clause, relative pronoun, modal verbs, parenthesis, bracket, dash, determiner, cohesion, ambiguity	subject, object

In Year 5, the children will be taught to:		
Area of English	Focus	Progression of skills
Writing 	Planning writing 	<ul style="list-style-type: none"> Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing models for their own Consider, when writing narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed
	Drafting writing 	<ul style="list-style-type: none"> Consistently link ideas across paragraphs Describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace Regularly use dialogue to convey a character and to advance the action
	Editing writing 	<ul style="list-style-type: none"> Proofread work to precis longer passages by removing unnecessary repetition or irrelevant details Proofread their own work to assess the effectiveness of their own and others' writing and make necessary corrections and improvements
	Sentence construction 	<ul style="list-style-type: none"> Use a range of adverbs and modal verbs to indicate degrees of possibility e.g. surely, perhaps, should Ensure the consistent and correct use of tense throughout all pieces of writing Use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials, place adverbials and number Use relative clauses beginning with a relative pronoun with confidence
	Handwriting 	<ul style="list-style-type: none"> Increase the speed of handwriting so that problems with forming letters do not get in the way of writing down what they want to say Be clear about what standard of handwriting is appropriate for a particular task
	Punctuation 	<ul style="list-style-type: none"> Use commas consistently to clarify meaning or avoid ambiguity Use brackets, dashes or commas to indicate parenthesis
	Words 	<ul style="list-style-type: none"> Spell words with endings which are spelt –cious or –tious Spell words with endings which are spelt –tial or –cial Spell words ending in –ant, -ance/-ancy, -ent, -ence/-ency Spell words ending in –able and –ible and words ending in –ably and –ibly

		<ul style="list-style-type: none"> • Adding suffixes beginning with vowel letters to words ending in –fer • Spell complex homophones and near-homophones, including who's/whose and stationary/stationery • Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
	<p>Poetry</p> 	<ul style="list-style-type: none"> • Articulate what a poem is <p>Identify the features of a poem:</p> <ul style="list-style-type: none"> • Explain the use of figurative language in poetry – description, similes and metaphors, alliteration, repetition, onomatopoeia, emotion, rhyme <p>Plan, write and edit a poem for a particular audience and purpose:</p> <ul style="list-style-type: none"> • Use language for effect • Explore different techniques and how they add to meaning and effect the reader <p>Perform a poem:</p> <ul style="list-style-type: none"> • Memorise and perform a using voice and physical movement to convey meaning
<p>Reading</p> 	<p>Understanding the text</p> 	<ul style="list-style-type: none"> • Identifies the viewpoint of a text and is able to explain how this has been identified, providing textual reference • Identifies relevant points, including points from different parts within a text, when required • Comments are supported by relevant textual reference or quotation • Explains the meaning of words in context to show understanding of texts read
	<p>Familiarity with texts</p> 	<ul style="list-style-type: none"> • Identify the main purpose of a text • Identify various organisational features of a text • Explains why organisational features have been used • Shows an awareness of the effect a text will have/is intended to have on a reader and gives explanations of how this is achieved
	<p>Prediction</p> 	<p>Make well considered predictions that are justified and explained through details that are explained and implied</p>
	<p>Authorial intent</p> 	<ul style="list-style-type: none"> • Identifies various features of a writer's use of language, explaining why it has been selected • Identifies the effects writer's language choice has on the reader and can explain these • Understands through intonation, tone and volume so that meaning is clear to audience • Identifies the viewpoint of a text and is able to explain how this has been identified, providing textual evidence • Understands and explains how and why authors make structural choices in their writing •
	<p>Inference</p> 	<ul style="list-style-type: none"> • Explains inferred meanings and draw on evidence from across the text • Makes inferences and deductions based on textual evidence
	<p>Discussion of text</p>	<ul style="list-style-type: none"> • Recommends books to their peers, giving reasons for their choices • Participates in discussions about books, building on their own and others' ideas and challenging views courteously



- Explain and discuss their understanding of what they have read, including through formal presentations and debates

Long Term Plan: Year 6

Milestones – By the end of Year 6, children will demonstrate...

- Full stops, capital letters (including proper nouns and I), exclamation marks, question marks, inverted commas, commas in a list, commas for a pause, commas after a fronted adverbial are used accurately
- Brackets, dashes or commas for parenthesis are used accurately
- Commas are used to avoid confusion
- Colons are used to introduce a list and a semi colon is used to separate items within a list and to mark the boundary between independent clauses
- Use of ellipsis when necessary
- Adverbs, preposition phrases and expanded noun phrases are used to develop sentences
- Cohesion within and between paragraphs: topic sentences, supporting detail, pronouns, adverbials and conjunctions to link ideas
- There is a range of vocabulary and stylistic features
- A range of sentences are used throughout the piece of writing
- Passive and modal verbs are used appropriately
- Joined handwriting and correct spellings throughout the piece of writing
- Read and discuss a wide range of texts and books that are structured in different ways
- Identify the main purpose and key ideas of a text or paragraph
- Make well-considered predictions that are justified and explained using the text
- Identify and explain structural and language choices and their effect on the reader
- Explain inferred meanings and draw evidence from across the text
- Discuss books they have read and make recommendations to their peers








According to the National Curriculum, children in Year 5 and Year 6 should be taught:









By the beginning of Year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly. They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.

Pupils should be able to write down their ideas quickly. Their grammar and punctuation should be broadly accurate. Pupils' spelling of most words taught so far should be accurate and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English.

Year 6	Tier 1	Tier 2	Tier 3
Reading	vocabulary, inference, prediction, explain, retrieve, summarise	supporting evidence, author's choices, effect on reader	
Writing	report, recount, poetry, plan, draft, proof-read, edit, publish, organise, paragraphs, simile, metaphor, alliteration, personification, onomatopoeia	formal, informal, flashback, adventure, narrative, audience, purpose, coherence, cohesion, ambiguity	
Grammar	relative clause, relative pronoun, modal verbs,	subject, object, active voice, passive voice, hyphen, colon, semi-	

	parenthesis, bracket, dash, determiner, ambiguity	colon, bullet points, ellipsis, subjunctive, word family, formal/informal language, tenses (perfect)	
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In Year 6, the children will be taught to:		
Area of English	Focus	Progression of skills
Writing 	Planning writing 	<ul style="list-style-type: none"> Note down and develop initial ideas, drawing on reading and research where necessary Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)
	Drafting writing 	<ul style="list-style-type: none"> Use a wide range of devices to build cohesion within and across paragraphs Distinguish between the language of speech and writing and to choose the appropriate level of formality Select vocabulary and grammatical structures
	Editing writing 	<ul style="list-style-type: none"> Habitually proofread for spelling and punctuation errors Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
	Sentence construction 	<ul style="list-style-type: none"> Ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural Use the subjunctive form in formal writing Use the perfect form of verbs to mark relationships of time and cause Use the passive voice Use question tags in informal writing
	Handwriting 	<ul style="list-style-type: none"> Write legibly, fluently and with increasing speed by: 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
	Punctuation 	<ul style="list-style-type: none"> Use the full range of punctuation taught at KS2 correctly, including consistent and accurate use of semi-colons, dashes, colons, hyphens, and, when necessary to use such punctuation precisely to enhance meaning and avoid ambiguity
	Words 	<ul style="list-style-type: none"> Recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements in their writing Use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms. Spell words that contain hyphens e.g. co-ordinate, re-enter, co-operate, co-own Spell words with the /i/ sound spelt 'ei' after c <i>deceive, conceive, receive, perceive</i> Spell words containing the letter string 'ough' <i>ought, bought, thought, nought, brought, fought, rough,</i> Spell words with silent letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) <i>doubt, island,</i>

		<ul style="list-style-type: none"> Spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/sy e.g. licence/license, practice/practise
	<p>Poetry</p> 	<ul style="list-style-type: none"> Articulate what a poem is Identify the features of a poem: <ul style="list-style-type: none"> ➢ Explain the use of figurative language in poetry – description, similes and metaphors, alliteration, repetition, onomatopoeia, emotion, rhyme Plan, write and edit a poem for a particular audience and purpose: <ul style="list-style-type: none"> ➢ Use language for effect ➢ Explore different techniques and how they add to meaning and effect the reader Perform a poem: <ul style="list-style-type: none"> ➢ Memorise and perform a using voice and physical movement to convey meaning
<p>Reading</p> 	<p>Understanding the text</p> 	<ul style="list-style-type: none"> Comments are securely based upon texts and incorporate textual reference Identifies the main purpose of a text or paragraph Summarises the main ideas drawn from more than one paragraphs, identifying the key details which support the main ideas. <p>Asks questions to enhance their understanding of a text</p>
	<p>Familiarity with texts</p> 	<ul style="list-style-type: none"> Identify the main purpose of a text Retrieves records and presents information from non-fiction texts Identifies and discusses themes and conventions in and across a wide range of reading
	<p>Prediction</p> 	<ul style="list-style-type: none"> Make well considered predictions that are justified and explained through details that are explained and implied
	<p>Authorial intent</p> 	<ul style="list-style-type: none"> Identifies and explains how structural choices made by authors contribute to the meaning of a text Explains how an author's use of language, including figurative language, impacts the reader Identifies the viewpoint of a text and is able to explain how this has been identified, providing textual evidence
	<p>Inference</p> 	<ul style="list-style-type: none"> Explains inferred meanings and draw on evidence from across the text Makes inferences and deductions based on textual evidence
	<p>Discussion of text</p> 	<ul style="list-style-type: none"> Recommends books to their peers, giving reasons for their choices Participates in discussions about books, building on their own and others' ideas and challenging views courteously Explain and discuss their understanding of what they have read, including through formal presentations and debates