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| Reception | | | | | |
| Vehicle Text | | | | | |
| Star in a Jar | Juniper Jupiter | Little Red | The Something | The Storm Whale | The Extraordinary Gardener |
| Writing Outcome | | | | | |
| Non-fiction Poster to find a lost star | Fiction To write a superhero story Non-fiction To write a letter | Fiction To tell and write a traditional tale. | Non-fiction  To inform – animal information | Fiction A friendship story | Non-fiction Instructions – how to grow a garden plant |
| Composition | | | | | |
| Orally rehearse words and short sentences before going on to write it.  Combining words to make captions, lists and short  sentences (depending on  developmental stage).  Orally using time adverbials e.g. First,  Then, Next, Finally, Eventually,  Suddenly. | Retell stories orally by: Using repeated story language e.g. she ran and she ran and she ran.  Combining words to make short sentences.  Sequencing sentences to form short narratives. | Retell stories orally by: Using repeated story language e.g. she ran and she ran and she ran.  Combining words to make short sentences.  Sequencing sentences to form short narratives. | To use key features of a spine poem in their writing.  To use their phonic knowledge to write words that match their spoken sounds.  To write sentences which can be read by themselves and others. | Retell stories orally by: Using repeated story language e.g. she ran and she ran and she ran.   Combining words to make short sentences.  Sequencing sentences to form short narratives. | To be able to write labels and captions.  To write simple sentences that can be read by themselves and others.  To use time adverbials appropriately. |
| Grammar and Punctuation | | | | | |
| Separation of words with spaces. | Separation of words with spaces.  Capital letters | Separation of words with spaces.  Capital letters | Separation of words with spaces.  Capital letters | To begin to use capital letters appropriately.  To independently separate words using finger spaces.  To end each sentence with a full stop. | To begin to use capital letters appropriately.  To independently separate words using finger spaces.  To end each sentence with a full stop. |
| Spelling  Children will acquire an increased amount of grapheme-phoneme correspondences (GPC) across the reception year.  It is important to encourage the application of subject skills and knowledge when encoding to spell words in writing of taught GPC’s. This may take place during teacher-led activities and across the provision as part of a broad and balanced EYFS provision.  Children make phonemically plausible attempts until new graphemes have been taught, this will vary depending on developmental stage. | | | | | |
| Hear and say the initial sounds in words.  Write some irregular common words, is, it, in, at, and, the. | Use phonic knowledge to write words in ways which match their spoken sounds  Write some irregular common words: I, no, go, to, he, she, was. | Use phonic knowledge to write words in ways which match their spoken sounds  Write some irregular common words: me, be, was, no | Use phonic knowledge to write words in ways which match their spoken sounds  Write some irregular common words: me, be, was, no and all phase 2 tricky words. | To correctly spell words that they know and others phonetically plausible.  Write all tricky words from phase 2 and all taught phase 3 tricky words. | To correctly spell words that they know and others phonetically plausible.  Write all tricky words from phase 2 and all taught phase 3 tricky words.  Begin to write some phase 4 tricky words |
| Handwriting  Handwriting is ongoing throughout the year and taught following the schools handwriting policy, through additional handwriting lessons. | | | | | |
| Use their preferred hand for writing, using a correct pencil grip.  Use some clearly identifiable letters to communicate meaning. | Use their preferred hand for writing, using a correct pencil grip.  Use some clearly identifiable letters to communicate meaning. | Begin to form recognisable letters, most of which are formed correctly. Dependent upon developmental stage. | To use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. | To use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.  Begin to write on lines and control letter size whilst using the correct pencil grip. | To use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.  Begin to write on lines and control letter size whilst using the correct pencil grip. |
| Edit and Evaluate | | | | | |
| Discuss what has been written with a teacher/other pupils. | Discuss what has been written with a teacher/other pupils. | Discuss what has been written with a teacher/other pupils.  Write simple sentences which can be read by themselves and others. | Discuss what has been written with a teacher/other pupil.  Write simple sentences which can be read by themselves and others. | Use key features of a text in their own writing.  Write simple sentences that can be read by themselves and others. | Use key features of a text in their own writing.  Write simple sentences that can be read by themselves and others. |
| Terminology for Pupils taught throughout the units. | | | | | |
| letter, capital letter, word, sentence, full stop, question mark | | | | | |
| Reading  Reading skills are ongoing throughout the year and in addition to English units, they are taught through a variety of teaching strategies.  The skills covered throughout the year are: | | | | | |
| 30-50mths 1. Shows awareness of rhyme/alliteration.  2. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. 3. Beginning to be aware of the way stories are structured. 4. Suggests how the story might end.  5. Describes main story settings, events and principal characters.  6. Recognises familiar words and signs such as own name and advertising logos.  40-60mths 1. Continues a rhyming string.  2. Hears and says the initial sound in words.  3. Can segment the sounds in simple words and blend them together and knows which letters represent some of them.  4. Links sounds to letters, naming and sounding the letters of the alphabet. 5. Begins to read words  6. Begins to read simple sentences. 7. Knows that information can be retrieved from books.  ELG’s 1. Children read and understand simple sentences. 2. They use phonic knowledge to decode regular words and read them aloud accurately.  3. They also read some common irregular words | | | | | |

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| Year 1 | | | | | |
| Vehicle Text | | | | | |
| The Something-By Rebecca Cobb | Paper Planes-By Jim Helmore and Richard Jones | Rapunzel-  By Bethan Woollvin | Black Rock-  Joe Todd Stanton | The Last Wolf-  Mini Grey | Hermelin-  Mini Grey |
| Writing Outcomes | | | | | |
| Fiction-  Losing Narrative | Non-Fiction  Message Writing | Fiction-  Character and Setting Description | Non-Fiction-  Postcard | Fiction-  Hunting Narrative | Non-Fiction  Letter Writing |
| Composition | | | | | |
| Orally rehearse a sentence before going on to write it  Sequence sentences to form short narratives | Draw upon what they have read  Orally rehearse a sentence before going on to write it | Draw upon what they have read  Orally rehearse a sentence before going on to write it  Sequence sentences to form short narratives | Draw upon what they have read.  Orally rehearse a sentence before going on to write it.  Read their writing aloud clearly enough to be heard by their peers and the teacher | Draw upon what they have read.  Orally rehearse a sentence before going on to write it.  Sequence sentences to form short narratives.  Read their writing aloud clearly enough to be heard by their peers and the teacher | Draw upon what they have read.  Orally rehearse a sentence before going on to write it.  Read their writing aloud clearly enough to be heard by their peers and the teacher |
| Grammar and Punctuation | | | | | |
| Capital letters  Spaces between words | Capital letters  Spaces between words  Full stops  Question marks | Join words and clauses using and  Capital letters for names and days of the week. | Join words together to make a coherent sentence  Leave spaces between words  Join words and clauses using and  Can separate words in writing using spaces most of the time  Use capital letters for names of people and the pronoun I.  Understand and use some specific Y1 terminology (letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark) | Join words together to make a coherent sentence  Join words and clauses using and  Use capital letters for names of people, some days of the week and the personal pronoun I mostly correctly  Use some capital letters, full stops, question marks and exclamation marks to demarcate sentences with increasing accuracy mostly correctly.  Understand and use specific Y1 terminology (letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark) | Use capital letters for names of people, places , some days of the week and the personal pronoun I mostly correctly  Use some capital letters, full stops, question marks and exclamation marks to demarcate sentences with increasing accuracy mostly correctly.  Join words and clauses using and  Use some capital letters, full stops, question marks and exclamation marks to demarcate sentences with increasing accuracy mostly correctly.  Understand and use specific Y1 terminology (letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark) |
| Spelling  Spelling coverage is ongoing throughout the year and all of the phonemes/rules taught in Year 1 Appendix Spellings are also covered through additional stand-alone spelling and phonic lessons | | | | | |
| Working towards spelling words containing each of the 40+ phonemes  Working towards spelling some common exception words | Working towards spelling words containing each of the 40+ phonemes  Working towards spelling some common exception words  Spell most days of the week | Use prefix words starting with un and understand how it changes the meaning (e.g. unkind, undoing)  Begin to use regular plural noun suffixes–s/es (e.g. dog, dogs, wish, wishes)  Spell most days of the week | Spell words with adjacent consonants  Spell some common exception words | Spell words with adjacent consonants  Spell most common exception words  Spell most words containing each of the 40+ phonemes  Spell most of the sounds taught in year 1 (English Appendix Spelling)  Add suffixes to verbs where no change is needed in the spelling of root words (e.g. helping helped, helper)and–est where no change is needed in the spelling of the root word | Spell most words containing each of the 40+ phonemes  Spell most common exception words  Spell most days of the week  Spell most of the sounds taught in year 1 (English Appendix Spelling)  Add suffixes to verbs where no change is needed in the spelling of root words (e.g. helping helped, helper)and–est where no change is needed in the spelling of the root word  Use prefix words starting with un and understand how it changes the meaning (e.g. unkind, undoing) |
| Handwriting  Handwriting is ongoing throughout the year and taught following the schools handwriting policy, through additional handwriting lessons. | | | | | |
| Sit correctly at a table, holding the pencil comfortably and correctly  Form digits 0-9 | Sit correctly at a table, holding the pencil comfortably and correctly  Form digits 0-9 | Begin to understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) | Form lower case letters in the right direction, starting and finishing in the right place  Begin to understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) | Form lower case letters in the right direction, starting and finishing in the right place  Form capital letters and digits 0–9  Begin to understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) | Form lower case letters in the right direction, starting and finishing in the right place  Form capital letters and digits 0–9  Begin to understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) |
| Edit and Evaluate | | | | | |
| Discuss what has been written with a teacher/other pupils. | Discuss what has been written with a teacher/other pupils. | Discuss what has been written with a teacher/other pupils.  Re-read what they have written to check it makes sense | Discuss what has been written with a teacher/other pupils.  Re-read what they have written to check it makes sense | Change some errors with support and some independently  Discuss what has been written with a teacher/other pupils.  Re-read what they have written to check it makes sense | Change some errors with support and some independently  Discuss what has been written with a teacher/other pupils.  Re-read what they have written to check it makes sense |
| Terminology for Pupils taught throughout the units. | | | | | |
| letter, capital letter, word, sentence, plural, singular, full stop, question mark, exclamation mark, punctuation | | | | | |
| Reading  Reading skills are ongoing throughout the year and in addition to English units, they are taught through a variety of teaching strategies.  The skills covered throughout the year are: | | | | | |
| Word Reading  A-apply phonic knowledge and skills as the route to decode words  B-respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes  C-read accurately by blending sounds in unfamiliar words containing GPCs that have been taught  D-read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word  E-read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings  F- read other words of more than one syllable that contain taught GPCs  G-read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)  H-read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words  I-re-read these books to build up their fluency and confidence in word reading | | | | | |
| Themes and conventions  A-listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently  B-being encouraged to link what they read or hear read to their own experiences  C-becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics  D-learning to appreciate rhymes and poems, and to recite some by heart  E-participate in discussion about what is read to them, taking turns and listening to what others say | | | | | |
| Making inferences  A-drawing on what they already know or on background information and vocabulary provided by the teacher  B-comments/questions about meaning of parts of text, e.g. details of illustrations diagrams, changes in font style  C-making inferences on the basis of what is being said and done  D-reasonable inference at a basic level, e.g. identifying who is speaking in a story | | | | | |
| Comprehension  A-discussing word meanings, linking new meanings to those already known  B-checking that the text  makes sense to them as they read and correcting inaccurate reading  C-discussing the significance of the title and events  D-predicting what might happen on the basis of what has been read so far  E-explain clearly their understanding of what is read to them | | | | | |
| Language for effect  A-recognising and joining in with predictable phrases | | | | | |
| Year 2 | | | | | |
| Vehicle Text | | | | | |
| The Bog Baby – Jeanne Willis | The River –  Marc Martin | Jack and the Baked Beanstalk – Colin Stimpson | Grandad’s Island-  Benji Davies | The Night Gardener-Terry and Eric Fran | Rose Revere Engineer-Andrea Beaty |
| Writing Outcomes | | | | | |
| Non-Fiction-  Instructions | Fiction –  Circular Story | Non Fiction-  Persuasive letters | Fiction-  Return Narrative | Non-Fiction-  Diary Entry | Fiction-  Invention Narrative |
| Composition | | | | | |
| Plan and say out loud what they will write about  Encapsulate what they want to say sentence by sentence  Working towards writing ideas and key words including vocabulary | Plan and say out loud what they will write about  Write ideas and key words including vocabulary  Encapsulate what they want to say sentence by sentence  Working towards writing simple, coherent narratives about personal experiences and those of others (real or fictional)  -  Working towards writing poetry | Plan and say out loud what they will write about  Write ideas and key words including vocabulary  Encapsulate what they want to say sentence by sentence  Write simple, coherent narratives about personal experiences and those of others (real or fictional)  Read aloud what they have written with appropriate intonation to make the meaning clear | Plan and say out loud what they will write about  Write poetry and for different purposes  Write ideas and key words including vocabulary  Encapsulate what they want to say sentence by sentence  Write simple, coherent narratives about personal experiences and those of others (real or fictional)  Write about real events, recording these simply and clearly  Read aloud what they have written with appropriate intonation to make the meaning clear | Plan and say out loud what they will write about  Write ideas and key words including vocabulary  Encapsulate what they want to say sentence by sentence  Write simple, coherent narratives about personal experiences and those of others (real or fictional)  Read aloud what they have written with appropriate intonation to make the meaning clear | Plan and say out loud what they will write about  Write ideas and key words including vocabulary  Encapsulate what they want to say sentence by sentence  Write simple, coherent narratives (real or fictional)  Read aloud what they have written with appropriate intonation to make the meaning clear |
| Grammar and Punctuation | | | | | |
| Demarcating most sentences in their writing with capital letters and full stops  Working towards using sentences with different forms: statement, question, exclamation, command  Working towards using some expanded noun phrases to describe and specify  Working towards using co-ordination (e.g., and / but) and some subordination (e.g., when /because) to join clauses  Working towards understanding and using specific Year 2 terminology | Demarcate sentences using question and exclamation marks correctly when required (with some accuracy)  Working towards using sentences with different forms: statement, question, exclamation, command  Use some expanded noun phrases to describe and specify  Use commas in a list.  Working towards using apostrophes for possession.  Working towards using the present and past tense correctly and sometimes consistently/  Working towards using co-ordination and some subordination  Working towards using the progressive form of verbs in the present and past tense to mark actions in progress  Understand and use specific  Working towards using the Year 2 terminology | Use sentences with different forms: statement, question, exclamation, command  Use commas in a list.  Working towards using apostrophes for possession and contractions.  Use present and past tense mostly correctly and consistently  Use co-ordination and some subordination  Use the progressive form of verbs in the present and past tense to mark actions in progress  Understand and use specific Year 2 terminology | Demarcate most sentences in their writing with capital letters and full stops, and use question and exclamation marks correctly when required(with increasing accuracy)  Use sentences with different forms: statement, question, exclamation, command  Use some expanded noun phrases to describe and specify  Use the singular apostrophe for possession  Use apostrophes for possession and contractions.  Use present and past tense mostly correctly and consistently  Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that /because) to join clauses  Use the progressive form of verbs in the present and past tense to mark actions in progress(e.g. he is drumming, she is shouting)  Understand and use specific Year 2 terminology. | Use sentences with different forms: statement, question, exclamation, command  Use some expanded noun phrases to describe and specify  Use commas in a list.  Use apostrophes for contractions.  Demarcate most sentences in their writing with capital letters and full stops, and use question and exclamation marks correctly when required(with increasing accuracy) | Use apostrophes for possession and contractions.  Use the progressive form of verbs in the present and past tense to mark actions in progress(e.g. he is drumming, she is shouting)  Demarcate most sentences in their writing with capital letters and full stops, and use question and exclamation marks correctly when required(with increasing accuracy)  Use sentences with different forms: statement, question, exclamation, command  Use present and past tense mostly correctly and consistently  Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that /because) to join clauses |
| Spelling  Spelling coverage is ongoing throughout the year and all of the phonemes/rules taught in Year 2 Appendix Spellings are also covered through additional stand-alone spelling and phonic lessons | | | | | |
| Working towards segmenting spoken words into phonemes and represent these by graphemes, spelling some of these words correctly and making phonically plausible attempts at others  Working towards spelling many common exception words | Segment spoken words into phonemes and represent these by graphemes, spelling some of these words correctly and making phonically plausible attempts at others  Spell some common exception words  Spell by segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly  Working towards spelling some common homophones and near homophones correctly | Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others  Spell many common exception words  Working towards adding suffixes to spell some words correctly in their writing  Spell by segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly  Working towards spelling some contracted forms correctly  Working towards spelling some common homophones and near homophones correctly | Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others  Spell many common exception words  Add suffixes to spell some words correctly in their writing (e.g. -ment,–ness,–ful,–less,–ly)  Spell by segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly  Spell some contracted forms correctly  Spell some common homophones and near homophones correctly | Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others  Spell some contracted forms correctly  Add suffixes to spell some words correctly in their writing (e.g.–ment,–ness,–ful,–less,–ly)  Spell by segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly | Spell many common exception words  Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others  Spell some contracted forms correctly  Spell some common homophones and near homophones correctly  Add suffixes to spell some words correctly in their writing (e.g.–ment,–ness,–ful,–less,–ly)  Spell by segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly |
| Handwriting  Handwriting is ongoing throughout the year and taught following the schools handwriting policy, through additional handwriting lessons. | | | | | |
| Working towards using spacing between words that reflects the size of the letters  Working towards forming capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters | Use spacing between words that reflects the size of the letters  Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters | Use spacing between words that reflects the size of the letters  Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters  Working towards using the diagonal and horizontal strokes needed to join some letters. | Use spacing between words that reflects the size of the letters  Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters  Working towards using the diagonal and horizontal strokes needed to join some letters. | Use spacing between words that reflects the size of the letters  Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters  Working towards using the diagonal and horizontal strokes needed to join some letters. | Use spacing between words that reflects the size of the letters  Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters  Working towards using the diagonal and horizontal strokes needed to join some letters. |
| Edit and Evaluate | | | | | |
| Working towards making simple additions, revisions and corrections to their own writing by evaluating their writing with a teacher  Working towards re-reading to check their writing makes sense | Working towards making simple additions, revisions and corrections to their own writing by evaluating their writing with a teacher and other pupils  Re-read to check their writing makes sense and working towards using verbs to indicate time and that they are used mostly correctly and mostly consistently | Make simple additions, revisions and corrections to their own writing by evaluating their writing with a teacher and other pupils  Re-read to check their writing makes sense and that verbs to indicate time are used to correctly and consistently | Make simple additions, revisions and corrections to their own writing by evaluating their writing with a teacher and other pupils  Re-read to check their writing makes sense and that verbs to indicate time are used to correctly and consistently | Make simple additions, revisions and corrections to their own writing by evaluating their writing with a teacher and other pupils  Re-read to check their writing makes sense and that verbs to indicate time are used to correctly and consistently | Make simple additions, revisions and corrections to their own writing by evaluating their writing with a teacher and other pupils  Re-read to check their writing makes sense and that verbs to indicate time are used to correctly and consistently |
| Terminology for Pupils taught throughout the units. | | | | | |
| noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past present) apostrophe, comma | | | | | |
| Reading  Reading skills are ongoing throughout the year and in addition to English units, they are taught through a variety of teaching strategies.  The skills covered throughout the year are: | | | | | |
| Word Reading  A-continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent  B-read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes  C-read accurately words of two or more syllables that contain the same GPCs as above  D-read words containing common suffixes  E-read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word  F-read most words quickly and accurately when they have been frequently encountered without overt sounding and blending  G-read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation  H-re-read these books to build up their fluency and confidence in word reading | | | | | |
| Themes and conventions  A-listening to, discussing and expressing views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently  B-becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales    C-being introduced to non-fiction books that are structured in different ways  D-continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear  E-participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say    F-explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves  G-simple statements about likes and dislikes in reading, sometimes with reasons | | | | | |
| Making inferences  A-making inferences on the basis of what is being said and done    B-simple, plausible inference about events and information, using evidence from text, e.g. how a character is feeling, what makes a plant grow-answering and asking questions predicting what might happen on the basis of what has been read so far    C-comments based on textual cues | | | | | |
| Comprehension  A-discussing the sequence of events in books and how items of information are related    B-specific, straightforward information recalled, e.g. names of characters, main ingredients    C-drawing on what they already know or on background information and vocabulary provided by the teacher    D-general features of a few text types identified, e.g. information books, stories, print media    E-checking that the text makes sense to them as they read and correcting inaccurate reading awareness of use of features of organisation, e.g. beginning and ending of story, types of punctuation | | | | | |
| Language for effect  A-recognising simple recurring literary language in stories and poetry  B-familiar patterns of language identified, e.g. once upon a time; first, next, last  C-discussing their favourite words and phrases  effective language choices noted, e.g. ‘“slimy” is a good word there’ | | | | | |

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| Year 3 | | | | | |
| Vehicle Text | | | | | |
| Return by Aaron Becker | Jemmy Button by [Alix Barzelay](https://blackwells.co.uk/bookshop/search/author/Alix%20Barzelay) | Seen and Not Heard  Book by Katie May Green | Into the Forest | Fox | The Iron Man |
| Writing Outcome | | | | | |
| Narrative : Setting Description | Information: Letters | Narrative: Character Narrative | Information: Newspaper report | Narrative: Fable Narrative | Information: Explanation text |
| Composition | | | | | |
| To begin to write narratives, describing setting within a storyline or plot  Begin to use paragraphing to group related material, focusing on a theme or topic | In non-narrative, use simple organisational devices  To use paragraphing to group related material, focusing on a theme or topic more confidently | To begin to write narratives, describing setting and characters within a storyline or plot  Express time, place and cause using conjunctions(e.g. before, after, while),adverbs(e.g. soon, therefore) and prepositions(e.g. before, after, during, because of) | In non-narrative, use simple organisational devices  To use paragraphing to group related material, focusing on a theme or topic more confidently | To discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar  In narratives, creating settings, characters and plot with greater use of varied selected vocabulary choices | In non-narrative material, using simple organisational devices with growing confidence  To organise paragraphs around a theme |
| Grammar and Punctuation | | | | | |
| Demarcate sentences with full stops, with occasional error | Demarcate sentences with capital letters and full stops with occasional error  Begin to use inverted commas to punctuate direct speech | Further development with capital letters and full stops with less frequent errors  Use exclamation marks mostly correctly, with occasional error | To use inverted commas to punctuate direct speech  Build on previous units to present perfect form of verbs  Headings and sub-headings to aid presentation | To extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although | To select nouns or pronouns appropriately for clarity and cohesion and to avoid repetition  To use conjunctions, adverbs and prepositions to express time and cause |
| Spelling  Spelling coverage is ongoing throughout the year and all of the rules taught in Year 3 Appendix Spellings are also covered through additional stand-alone spelling lessons | | | | | |
| Spell mostly correctly, words with prefixes: sub-, super-, anti-, auto-, inter-, un-, dis-, mis-,in-, il-, im-, ir-, re-. | Spell mostly correctly words with suffixes:-tion,-sion,-ation,-ture,-sure,-ly,-ally,-ed ander | Begin to explore and understand how word families are based upon common words and are related in form and meaning e.g. solve, solution, insoluble  Begin to spell at least half of the homophones and near homophones from the Y3/4 appendix | Use of the forms a or an when next word starts with a consonant or a vowel  Word families based on common words showing how words are related in form and meaning | To place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals  To use the first 2 or 3 letters of a word to check its spelling in a dictionary | To spell further homophones from Y3/4 appendix  To spell words that are often misspelt |
| Handwriting  Handwriting is ongoing throughout the year and taught following the schools handwriting policy, through additional handwriting lessons. | | | | | |
| Begin to use the diagonal and horizontal strokes that are needed to join letters | Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined. | To continue to develop a fluent cursive handwriting style | To continue to develop a fluent cursive handwriting style | To increase the legibility, consistency and quality of their handwriting | To continue to increase the legibility, consistency and quality of their handwriting |
| Edit and Evaluate | | | | | |
| Begin to evaluate the effectiveness of their own and others’ writing | Evaluate the effectiveness of their own and others’ writing | Identify some spelling and punctuation errors and make some changes to grammar and vocabulary | To begin to identify some spelling and punctuation errors and make some changes to grammar and vocabulary independently | To assess the effectiveness of their own and others’ writing and suggesting improvements | To propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences |
| Terminology for Pupils taught throughout the units | | | | | |
| Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas | | | | | |
| Reading  Reading skills are ongoing throughout the year and in addition to English units, they are taught through a variety of teaching strategies.  The skills covered throughout the year are: | | | | | |
| Word Reading  A-apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet  B-across a range of texts  C-read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word  D-across a range of texts | | | | | |
| Themes and conventions  A-listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  B-reading books that are structured in different ways and reading for a range of purposes  C-increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally  D-identifying themes and conventions in a wide range of books  E-preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action  F-participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say  G-across a range of texts | | | | | |
| Making inferences  A-drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence  B-straightforward inference based on a single point of reference in the text, e.g. ‘he was upset because it says “he was crying”’  C-predicting what might happen from details stated and implied | | | | | |
| Comprehension  A-asking questions to improve their understanding of a text  B-identifying main ideas drawn from more than one paragraph and summarising these  C-checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context  D-retrieve and record information from non-fiction | | | | | |
| Language for effect  A-using dictionaries to check the meaning of words that they have read  B-discussing words and phrases that capture the reader’s interest and imagination  C-recognising some different forms of poetry (e.g. free verse, narrative poetry)  D-identifying how language, structure, and presentation contribute to meaning | | | | | |

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| Year 4 | | | | | |
| Vehicle Text | | | | | |
| The Whale  by Vita and Ethan Murrow | Leaf  by Sandra Dieckmann | The Journey  by Francesca Sana | **Manfish**  **by Jennifer Berne** | The Lost Happy Ending by Carol Ann Duffy and Jane Rag | Arthur and the Golden Rope-Joe Todd Stanton |
| Writing Outcome | | | | | |
| Fiction:  Setting Description | Non-Fiction:  Non-Chronological Report | Fiction:  Refugee Narrative | Non-Fiction:  Biography | Fiction  Twisted Narrative | Non-Fiction-  Instructions |
| Composition | | | | | |
| In narratives, create effective and detailed settings, characters and plot.  Draw upon material read. | In non-narrative work, use organisational devices such as headings and sub-headings with increasing effect.  Draw upon material read.  Write in a range of genre forms. | In narratives, create increasingly effective and complex settings, characters and plot.  Draw upon material read.  Write in a range of genre forms. | In non-narrative work, use organisational devices such as headings and sub-headings with increasing effect.  Draw upon material read.  Write in a range of genre forms. | In narratives, create increasingly effective and complex settings, characters and plot  Draw upon material read  Write in a range of genre forms | In non-narrative work, use organisational devices such as headings and sub headings with increasing effect  Draw upon material read  Write in a range of genre forms |
| Grammar and Punctuation | | | | | |
| Use fronted adverbials mostly correctly.  Use commas after fronted adverbials as appropriate.  Use paragraphing to organise ideas around a theme.  Select appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition.  Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions. | Use fronted adverbials mostly correctly.  Use commas after fronted adverbials as appropriate.  Use paragraphing to organise ideas around a theme.  Select appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition.  Use apostrophes to mark plural possession. | Use paragraphing to organise ideas around a theme.  Select appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition.  Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions.  Use inverted commas and other punctuation to indicate direct speech mostly correctly.  Use a new line for a new speak when writing direct speech.  Use apostrophes to mark plural possession. | Use fronted adverbials mostly correctly.  Use commas after fronted adverbials as appropriate.  Use paragraphing to organise ideas around a theme.  Select appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition.  Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions.  Use inverted commas and other punctuation to indicatedirect speech mostly correctly.  Use apostrophes to mark plural possession. | Use fronted adverbials (e.g. Later that day) mostly correctly  Use paragraphing to organise ideas around a theme  Select appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition  Use inverted commas and other punctuation to indicate direct speech mostly correctly (e.g. comma after the reporting clause, punctuation within inverted commas: The conductor shouted, “Sit down! “)  Use a new line for a new speaker when writing direct speech  Use apostrophes to mark plural possession (e.g. The girl’s name, the girls’ names)  Use commas after fronted adverbials as appropriate  Understand and use specific Y4 terminology (determiner, pronoun, possessive pronoun, adverbial) | Use fronted adverbials mostly correctly  Use paragraphing to organise ideas around a theme  Use the correct range of punctuation including: capital letters, full stops, question marks, exclamation marks,  Commas for lists and apostrophes for possession and contraction  Use varied sentence structure; short sentences used for impact alongside complex sentences that give detail  Use commas to separate clauses  Understand and use specific Y4 terminology (determiner, pronoun, possessive pronoun, adverbial) |
| Spelling  Spelling coverage is ongoing throughout the year and all of the rules taught in Year 4 Appendix Spellings are also covered through additional stand-alone spelling lessons | | | | | |
| Spell mostly correctly words with suffixes: -tion and –ly (hesitation, cautiously).  Spell mostly correctly words with the sh sound spelt ch (machine).  Spell most of the homophones and near homophones from the Y3/Y4 appendix.  Use standard English forms mostly correctly. | Spell most of the words in the yr3/4 NC list (different, often, natural, particular).  Spell mostly correctly words with suffixes: -tion and –ly (extremely, tightly, interestingly, likely, nutrition, generation).  Spell most of the homophones and near homophones from the Y3/Y4 appendix.  Use standard English forms mostly correctly. | Spell most of the words in the yr3/4 NC list (strange, arrive, guard, appear, possible, caught, heard, promise).  Spell mostly correctly words with suffixes:-tion,-sion,-ation,-ture,-sure,-ly,-ally,-ous,-cian (helplessly, eagerly, determination, protection).  Spell the u sound spelt ou (country).  Spell most of the homophones and near homophones from the Y3/Y4 appendix. | Spell most of the words in the yr3/4 NC list.  Spell mostly correctly words with prefixes: inter- (international).  Spell mostly correctly words with suffixes: -tion and –sion (recognition, adoration, contribution, television, intention, and extinction).  Spell mostly correctly words with suffixes: -sure (treasure).  Words with the /i:/ sound spelt ei after c.  The ‘i before e except after c’ rule applies to  words where the sound spelt by ei is /i:/. (receive)  Words ending in -ible (terrible) | Spell most of the homophones and near homophones from the Y3/4 appendix  Spell most of the words in the yr3/4 NC list and majority of focus spelling rules in appendix1  Spell mostly correctly words with suffixes:-tion,-sion,-ation,-ture,-sure,-ly,-ally,-ous,-cian  Spell the u sound spelt ou (e.g. young, touch, double)  Use standard English forms mostly correctly (e.g. we were instead of we was, I did instead of I done)  Use the first two letters of a word to check its spelling in a dictionary | Spell most of the homophones and near homophones from the Y3/4 appendix  Spell most of the words in the yr3/4 NC list and majority of focus spelling rules in appendix1  Root word families  e.g. identified, unidentified, identification etc…  Spell mostly correctly words with suffixes:-tion,-sion,-ation,-ture,-sure,-ly,-ally,-ous,-cian  Use standard English forms mostly correctly (e.g. we were instead of we was, I did instead of I done)  Use the first two letters of a word to check its spelling in a dictionary |
| Handwriting  Handwriting is ongoing throughout the year and taught following the schools handwriting policy, through additional handwriting lessons. | | | | | |
| Increase the legibility, consistency and quality of their handwriting paying particular attention to down strokes of letters, ascenders and descenders. | Increase the legibility, consistency and quality of their handwriting paying particular attention to down strokes of letters, ascenders and descenders. | Increase the legibility, consistency and quality of their handwriting paying particular attention to down strokes of letters, ascenders and descenders. | Increase the legibility, consistency and quality of their handwriting paying particular attention to down strokes of letters, ascenders and descenders. | Increase the legibility, consistency and quality of their handwriting paying particular attention to down strokes of letters, ascenders and descenders | Increase the legibility, consistency and quality of their handwriting paying particular attention to down strokes of letters, ascenders and descenders |
| Edit and Evaluate | | | | | |
| Proof read for spelling and punctuation errors.  Assess the effectiveness of their own writing with a teacher scaffolding. | Proof read for spelling and punctuation errors.  Assess the effectiveness of their own and others’ writing and suggest improvements with teacher support.  Propose changes to grammar and vocabulary with teacher support. | Proof read for spelling and punctuation errors.  Assess the effectiveness of their own and others’ writing and suggest improvements.  Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. | Proof read for spelling and punctuation errors.  Assess the effectiveness of their own and others’ writing and suggest improvements.  Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. | Assess the effectiveness of their own and others’ writing and suggest improvements  Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences  Proof read for spelling and punctuation errors | Assess the effectiveness of their own and others’ writing and suggest improvements  Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences  Proof read for spelling and punctuation errors |
| Terminology for Pupils taught throughout the units | | | | | |
| determiner, adverbial, pronoun, possessive pronoun | | | | | |
| Reading  Reading skills are ongoing throughout the year and in addition to English units, they are taught through a variety of teaching strategies.  The skills covered throughout the year are: | | | | | |
| Word Reading  A-apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet  B-across a range of texts  C-read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word | | | | | |
| Themes and conventions  A-identifying themes and conventions in a wide range of books  B-listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  C-reading books that are structured in different ways and reading for a range of purposes  D-increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally  E-preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action  F-recognising some different forms of poetry (e.g. free verse, narrative poetry)  G-identifying how language, structure, and presentation contribute to meaning  H-participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say | | | | | |
| Making inferences  A-drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence  B-responses to text show meaning established at a literal level e.g. ‘“walking good” means “walking carefully”’ or based on personal speculation e.g. a response based on what they personally would be feeling rather than feelings of character in the text  C-predicting what might happen from details stated and implied  D-across a range of texts  E-identifying main ideas drawn from more than one paragraph and summarising these | | | | | |
| Comprehension  A- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context  B-asking questions to improve their understanding of a text  C-retrieve and record information from non-fiction | | | | | |
| Language for effect  A- using dictionaries to check the meaning of words that they have read  B-discussing words and phrases that capture the reader’s interest and imagination | | | | | |

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| Year 5 | | | | | |
| Vehicle Text | | | | | |
| **The Promise**  by Nicola Davies | **FArTHER**  by Grahame Baker-Smith | **The Lost Book of Adventure**  by Teddy Keen | **King King**  by Anthony Browne | **Henry’s Freedom Box**  by Ellen Levine | **The Errand**  by Leo LaFleur and Adam Oehlers |
| Writing Outcome | | | | | |
| **Non-Fiction**  Newspaper | **Fiction**  Setting description | **Non-Fiction**  Survival Guide | **Fiction**  Dilemma Narrative | **Non Fiction**  Diary | **Fiction**  Cliff Hanger Narrative |
| Composition | | | | | |
| Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning  Using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining) | In writing narratives, considering how authors have developed settings in what pupils have read, listened to or seen performed  Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning | Noting and developing initial ideas drawing on reading and research  Using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining) | In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed  Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning  In narratives, describing setting, characters and atmosphere and using dialogue to sometimesconvey character and advance the action | Noting and developing initial ideas drawing on reading and research  Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning  Using further organisational and presentational devices to structure text and to guide the reader | In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed  Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning  In narratives, describing setting, characters and atmosphere and using dialogue to sometimesconvey character and advance the action  Précising longer passages |
| Grammar and Punctuation | | | | | |
| Concrete and abstract nouns  Formal and information language  introduce relative clauses using the relative pronoun which  Adverbials to indicate degrees of possibility | personifying nouns  relative clause using a range of relative pronouns  using parenthesis to add more detail  using commas for parenthesis  use a dash to mark boundaries between independently clauses  Join and expand clauses by using a range of subordinating and coordinating conjunctions | cohesive adverbials to identify time, place and manner  expanded noun phrases and prepositional phrases  hyphens to avoid ambiguity  active and passive voice  Commas to clarify  transforming nouns and adjective into verbs  Colons and bullet points | cohesive adverbials to like paragraph  figurative language to describe  relative clause using a range of relative pronouns to add extra information  dialogue to move action on  active and passive voice  use hyphens to avoid ambiguity  relative clause to add extra information  punctuation for parenthesis | dash to add additional information / parenthesis / explanation  emotive language  modal verbs indicating the likelihood, ability, permission or obligation  relative clause to add extra information  punctuation for parenthesis  adverbials to avoid ambiguity | semi-colons to spate the boundary between independent clauses  cohesive adverbials to like paragraph  Link ideas across paragraphs using adverbials  Active and passive voice  modal verbs indicating the likelihood, ability, permission or obligation  dash to add additional information / parenthesis / explanation  relative clause to add extra information  punctuation for parenthesis |
| Spelling  Spelling coverage is ongoing throughout the year and all of the rules taught in Year 5 Appendix Spellings are also covered through additional stand-alone spelling lessons | | | | | |
| Words containing the letter-string ough  Ending which sounds like /ʃəs/ spelt –cious or –  tious  Year 5 and 6 Spelling list | Ending which sounds like /ʃəs/ spelt –cious or –  tious  Year 5/6 spelling list word | Exploring root word families using the prefixes (dis-, de-, mis-, over-, re-) and suffixes (-ate, -ise, -ify) | Ending which sounds like /ʃəs/ spelt –cious or –  tious  Words ending with in –ant, -ent  Year 5/6 spelling list word | Ending which sounds like /ʃəs/ spelt –cious or –  tious  Words ending in able | Words with ‘silent’ letters  Words containing the letter-string ough  words ending with –ant, ance/-ancy, -ent, -ence/ency  words ending with –able and ible  homophones and other words that are often confused  Year 5/6 spelling list word |
| Handwriting  Handwriting is ongoing throughout the year and taught following the schools handwriting policy, through additional handwriting lessons. | | | | | |
| Write legibly and fluently in joined handwriting. | Write legibly and fluently in joined handwriting. | Write legibly and fluently in joined handwriting. | Write legibly and fluently in joined handwriting. | Write legibly and fluently in joined handwriting. | Write legibly and fluently in joined handwriting. |
| Edit and Evaluate | | | | | |
| Proof-read for corrections to their own writing after each paragraph  Peer editing opportunities – heavily supported by adult using guidance sheets  Children assess the effectiveness of their writing and propose change to vocabulary, grammar and punctuation. | Proof-read for corrections to their own writing after each paragraph  Peer editing opportunities becoming more independently using guidance sheets  Children assess the effectiveness of their writing and propose change to vocabulary, grammar and punctuation. | Proof-read for corrections to their own writing after each paragraph  Make some additions revisions to their own writing on focus paragraphs (given by teacher).  Peer editing opportunities and children will support group to make revisions.  Children assess the effectiveness of their writing and propose change to vocabulary, grammar and punctuation. | Proof-read for corrections to their own writing after each paragraph  Make some additions revisions to their own writing on focus paragraphs (chosen by teacher/student).  Peer editing opportunities will support children to make substitutions and additions to work – using writers toolkit  Children assess the effectiveness of their writing and propose change to vocabulary, grammar and punctuation to enhance effects. | Proof-read for corrections to their own writing after each paragraph  Make some additions revisions to their own writing after each paragraph.  Peer editing opportunities will focus on supporting other to make additions and revisions using writer’s toolkit.  Children assess the effectiveness of their writing and propose change to vocabulary, grammar and punctuation to enhance effects and clarify meaning. | Proof-read for corrections to their own writing after each paragraph  Make some additions revisions to their own writing after each paragraph.  Peer editing opportunities will naturally happen at the start of each write session. Giving advice of what they could use in that session.  Children assess the effectiveness of their writing and propose change to vocabulary, grammar and punctuation to enhance effects and clarify meaning. |
| Terminology for Pupils taught throughout the units | | | | | |
| modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity | | | | | |
| Reading  Reading skills are ongoing throughout the year and in addition to English units, they are taught through a variety of teaching strategies.  The skills covered throughout the year are: | | | | | |
| Word reading  A-apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet  B-intonation to make the meaning clear | | | | | |
| Themes and conventions  A-continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks    B-reading books that are structured in different ways and reading for a range of purposes    C-increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions    D-recommending books that they have read to their peers, giving reasons for their choices    E- identifying and discussing themes and conventions in and across a wide range of writing    F-simple comments show awareness of writer’s viewpoint, e.g. ‘he only tells you good things about the farm and makes the shop sound boring’    G-learning a wider range of poetry by heart    H-preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience    I-participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously | | | | | |
| Making inference  A- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence  B- comments make inferences based on evidence from different points in the text, e.g. interpreting a character’s motive from their actions at different points  C- inferences often correct, but comments are not always rooted securely in the text or repeat narrative or content    D- predicting what might happen from details stated and implied    E- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas  F- provide reasoned justifications for their views | | | | | |
| Comprehension  A- making comparisons within and across books    B- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context  C- asking questions to improve their understanding  D- retrieve, record and present information from non-fiction  E- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary | | | | | |
| Language for effect  A- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader  B- comment on overall effect on reader, e.g. ‘the way she describes him as “ratlike” and “shifty” makes you think he’s disgusting’  C- distinguish between statements of fact and opinion  D- identifying how language, structure and presentation contribute to meaning simple comments on writer’s choices, e.g. ‘“disgraceful” is a good word to use to show he is upset’ | | | | | |

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| Year 6 | | | | | |
| Vehicle Text | | | | | |
| Dreams of Freedom By Chris Riddell | Shackleton’s Journey By William Grill | Rose Blanche By Christophe Gallaz and Roberto Innocenti | A Story like the Wind  By Gill Lewis | The Ways of the Wolf  By Smriti Prasadam-Halls | Hansel & Gretel  By Neil Gaiman |
| Writing Outcome | | | | | |
| Non-Fiction  Persuasive Letter | Fiction  Endurance Narrative | Non-Fiction  Bravery Speech Award | Fiction  Flashback Narrative | Non-Fiction  Balanced Argument | Fiction  Dual Narrative |
| Composition | | | | | |
| Draw upon material read  Plan their writing by identifying the audience for and purpose of the writing  Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader  Distinguish between the language of formal and informal speech.  Use of the passive verbs to affect the presentation of information in a sentence | Draw upon material read  Plan their writing by identifying the audience for and purpose of the writing  Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader  Describe settings, characters and atmosphere  Integrate dialogue to convey character and advance the action. | Draw upon material read  Plan their writing by identifying the audience for and purpose of the writing  Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader  Distinguish between the language of formal and informal speech.  Distinguish between fact, opinion and fiction, distinguishing between points of view and how these can differ.  Use of the subjunctive form in some very formal speech | Draw upon material read  Plan their writing by identifying the audience for and purpose of the writing  Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader  Describe settings, characters and atmosphere  Integrate dialogue to convey character and advance the action. | Draw upon material read  Plan their writing by identifying the audience for and purpose of the writing  Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader  Distinguish between the language of formal and informal speech.  Use of the passive verbs to affect the presentation of information in a sentence  Distinguish between fact, opinion and fiction, distinguishing between points of view and how these can differ.  Use of the subjunctive form in some very formal speech | Draw upon material read  Plan their writing by identifying the audience for and purpose of the writing  Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader  Describe settings, characters and atmosphere  Integrate dialogue to convey character and advance the action. |
| Grammar and Punctuation | | | | | |
| Select vocabulary and grammatical structures that reflect what the writing requires, e.g., using modal verbs to suggest degrees of possibility  Use the perfect form of verbs to mark relationships of time and cause.  Understand how words are related by meaning as synonyms and antonyms (e.g. big, large, little)  Use a colon to introduce a list and semi-colons for more elaborate lists  Recap of ellipsis for cohesion | Select vocabulary and grammatical structures that reflect what the writing requires, e.g., using contracted forms in dialogues  Use the perfect form of verbs to mark relationships of time and cause.  Use expanded noun phrases to convey complicated information concisely.  Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)  Use commas to clarify meaning and avoid ambiguity (Used as a break in a sentence, after a fronted adverbial, separate items in a list and parenthesis)  Use semi-colons as boundaries between independent clauses | Select vocabulary and grammatical structures that reflect what the writing requires, e.g., using passive verbs to affect how information is presented  Use the perfect form of verbs to mark relationships of time and cause.  Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms, figurative language) within and across paragraphs  Use commas, brackets and dashes for parenthesis  Use semi-colons to separate two main clauses | Select vocabulary and grammatical structures that reflect what the writing requires, e.g., using contracted forms in dialogues  Use the perfect form of verbs to mark relationships of time and cause.  Use expanded noun phrases to convey complicated information concisely.  Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms, figurative language) within and across paragraphs  Use verb tenses consistently and correctly  Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas )  Use commas to clarify meaning and avoid ambiguity  Use semi-colon or dash to mark as boundaries between independent clauses | Select vocabulary and grammatical structures that reflect what the writing requires, e.g., using modal verbs to suggest degrees of possibility and using passive verbs to affect how information is presented  Use the perfect form of verbs to mark relationships of time and cause.  Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms, figurative language) within and across paragraphs  Use the passive voice to affect the presentation of information in a sentence  Use verb tenses consistently and correctly  Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)  Use semi-colon, colon and dash to mark as boundaries between independent clauses | Select vocabulary and grammatical structures that reflect what the writing requires, e.g., using contracted forms in dialogues  Use the perfect form of verbs to mark relationships of time and cause.  Use expanded noun phrases to convey complicated information concisely.  Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms, figurative language) within and across paragraphs  Use verb tenses consistently and correctly  Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)  Use commas to clarify meaning and avoid ambiguity (Used as a break in a sentence, after a fronted adverbial, separate items in a list and parenthesis)  Use semi-colon, colon and dash to mark as boundaries between independent clauses |
| Spelling  Spelling coverage is ongoing throughout the year and all of the rules taught in Year 6 Appendix Spellings are also covered through additional stand-alone spelling lessons | | | | | |
| Spell words with the following patterns; (-anc,-ancy,-ent,-ence,-ency, | Use the hyphen to join a prefix to a root word e.g. co-ordinate, re-enter)  Understand and use some homophones and other words that are often confused (e.g. advise/advice, practise/practice, heard/herd, mourning/morning) | Spell correctly some words from the year 5 / year 6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary | Spell correctly some words from the year 5 / year 6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary | Spell correctly most words from the year 5 / year 6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary | Spell correctly most words from the year 5 / year 6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary |
| Handwriting  Handwriting is ongoing throughout the year and taught following the schools handwriting policy, through additional handwriting lessons. | | | | | |
| Maintain legibility in joined handwriting when writing at speed | Maintain legibility in joined handwriting when writing at speed | Maintain legibility in joined handwriting when writing at speed | Maintain legibility in joined handwriting when writing at speed | Maintain legibility in joined handwriting when writing at speed | Maintain legibility in joined handwriting when writing at speed |
| Edit and Evaluate | | | | | |
| Assessing the effectiveness of their own writing  Proof read for some spelling and punctuation errors  Ensuring correct subject and verb agreement when using singular and plural (e.g. The apples is on the tree/The apples are on the tree) | Assessing the effectiveness of their own writing  Proof read for some spelling and punctuation errors  Proposing some changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning | Assessing the effectiveness of their own writing  Proof read for most spelling and punctuation errors  Ensuring the consistent and correct use of tense throughout a piece of writing | Assessing the effectiveness of their own writing  Proof read for most spelling and punctuation errors  Proposing most changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning  Ensuring the consistent and correct use of tense throughout a piece of writing | Assessing the effectiveness of their own writing  Proof read for most spelling and punctuation errors  Proposing most changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning  Ensuring correct subject and verb agreement when using singular and plural  Distinguish between the language of speech and writing and choosing the appropriate register | Assessing the effectiveness of their own writing  Proof read for most spelling and punctuation errors  Proposing most changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning  Ensuring the consistent and correct use of tense throughout a piece of writing  Distinguish between the language of speech and writing and choosing the appropriate register |
| Terminology for Pupils taught throughout the units | | | | | |
| subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points | | | | | |
| Reading  Reading skills are ongoing throughout the year and in addition to English units, they are taught through a variety of teaching strategies.  The skills covered throughout the year are: | | | | | |
| Word Reading  A-apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet  B-across a wide range of texts  C-intonation to make the meaning clear  D-reading should be fluent, accurate and with excellent intonation across a wide range of texts | | | | | |
| Themes and conventions  A-continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks    B-reading books that are structured in different ways and reading for a range of purposes  C-increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions  D-recommending books that they have read to their peers, giving reasons for their choices  E-identifying and discussing themes and conventions in and across a wide range of writing  F-comments identify similarities and differences between texts, or versions, with some explanation, e.g. narrative conventions in traditional tales or stories from different cultures, ballads, newspaper reports  G-learning a wider range of poetry by heart including classic poetry  H-preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience  I-participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously | | | | | |
| Making inferences  A-drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence  B-comments develop explanation of inferred meanings drawing on evidence across the text, e.g. ‘you know her dad was lying because earlier she saw him take the letter’  C-comments make inferences and deductions based on textual evidence, e.g. in drawing conclusions about a character’s feelings on the basis of their speech and actions predicting what might happen from details stated and implied summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas  D-provide reasoned justifications for their views | | | | | |
| Comprehension  A-making comparisons within and across books  B-checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context  C-asking questions to improve their understanding  D-retrieve, record and present information from non-fiction  E-explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary | | | | | |
| Language for effect  A-discuss and evaluate how authors use language, including figurative language, considering the impact on the reader  B-distinguish between statements of fact and opinion  C-identifying how language, structure and presentation contribute to meaning | | | | | |

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| Speaking and Listening-Spoken Language  The below statements apply to Yr-Yr6 and are taught at a level appropriate to the age of the pupils.Pupils build on oral language skills that have been taught in preceding years. |
| listen and respond appropriately to adults and their peers  ask relevant questions to extend their understanding and knowledge  use relevant strategies to build their vocabulary  articulate and justify answers, arguments and opinions  give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings  maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments  use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas  speak audibly and fluently with an increasing command of Standard English  participate in discussions, presentations, performances, role play/improvisations and debates  gain, maintain and monitor the interest of the listener(s)  consider and evaluate different viewpoints, attending to and building on the contributions of others  select and use appropriate registers for effective communication |