



ENGLISH

INTENT

Reading is like breathing in, Writing is like breathing out...

At The Queenswell Federation, we want all of our pupils to love their teaching and learning in all areas of English: Speaking and Listening, Reading, Writing and Spelling, Grammar and Punctuation. Our aim is to develop confident, articulate and creative learners in English. We believe that immersing the children in a language rich environment will inspire and promote a love of Reading and Writing.

Our creative, broad and balanced curriculum follows a clear pathway of progression through from EYFS up to Year 6. We know that a secure foundation in English skills is crucial to children succeeding in all areas of the curriculum. We always 'promote high standards of literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.' (National Curriculum 2014)

IMPLEMENTATION

Our English curriculum is implemented through a cross curricular approach and engaging texts to support the topic. Rich texts are chosen to link with the 'Learning Journey' pupils are studying and are used to support and inspire pupils to read and write. Our English curriculum aims to provide purposeful opportunities for reading, writing and speaking and listening. We want our pupils to be confident and proficient readers, writers, spellers and speakers, who are able to use their English skills in other curriculum subjects and who feel they are prepared for the next steps in their education.

Our English lessons develop pupils' spoken language, reading, writing, grammar and vocabulary, teaching them how to write within specific genres and which structural and language features to include to be successful.

Our English curriculum is taught through a range of lessons.

Writing lessons

Teachers use modelled texts to springboard the writing process, ensuring children are aware of how to be successful using these models to help structure their own ideas. Discrete spelling and grammar lessons are taught as well as skills being taught within writing lessons. This ensures children are able to apply these skills in their extended writing and any writing in other areas of the curriculum. Children are given the opportunity to review and edit their work as part of the writing process. Teachers use a range of resources to support and scaffold the children's writing.

Reading lessons

We use daily phonics lessons to develop early reading skills for pupils in Early years and Key Stage 1. In addition to this, children develop their comprehension skills in daily whole class reading and discussion sessions. In Key Stage 2, daily reading lessons focus on one text a week with different skills as a focus each day. Children develop skills such as inference, deduction and how to find evidence to support their answers. Pupils also learn how to work out and clarify the meanings of unknown words and words with more than one meaning. Phonics interventions still take place in Key Stage 2 for identified children.

Spelling, Punctuation and Grammar lessons

Pupils are taught key rules and strategies in discrete Phonics, Spelling, Punctuation and Grammar lessons. There are opportunities in reading and writing lessons to analyse how these have been applied in texts and how they can apply these skills in their own independent writing. In Key Stage 1, children learn spelling skills mainly through their daily phonics sessions. In Key Stage 2, children are taught rules and strategies in weekly spelling lessons. Spelling homework focuses on words from the curriculum year group spelling lists. Children are encouraged to recognise strategies they can use to improve their own spelling and to aid their writing. Punctuation and Grammar is taught in discrete lessons as well as within English lessons. In addition, teaching of grammar and punctuation is also planned into teaching sequences within English lessons.

Speaking and Listening lessons

Speaking and Listening opportunities are built into the curriculum through discussions in class including PSHE. Children are taught to speak clearly, to convey their ideas fluently and confidently and to ask questions. Drama, role play and hot seating are activities also used to develop these skills.

LINKS TO EYFS

Communication and Language

Intent

CAL is crucial for laying the foundations for *language development* and *cognitive development*. This is why CAL underpins all seven areas of learning and development. At Queenswell, a large proportion of children typically start with language skills below that expected for their age. This is why we

put a large emphasis on the development of communication and language skills during the Early years of a child's education at Queenswell. We aim to significantly improve children's ability to use communication and language across all other areas of learning through a range of approaches.

Implementation

We provide a *language-rich environment*. This includes:

- Commenting on what children are interested in and what they are doing.
- Back and forth interactions - conversations with adults
- Sensitive questioning that invites children to elaborate on their ideas
- Echoing back what children say with added new vocabulary
- Reading to children and engaging them actively in stories, non-fiction, rhymes and poems.
- Opportunities to embed new words in a range of contexts such as storytelling, roleplay and real-life experiences that follow children's interests and fascinations.

Literacy

Intent

We recognise that there are many factors which contribute towards becoming a successful reader and writer: high self-esteem, lots of language developed through talk, gross and fine motor skills and phonological awareness. Our holistic approach to learning and development enables children to develop across all of these areas. We aim to create a life-long love of reading and children who are confident to use their writing skills for meaningful purposes. We have a book-based approach to planning when introducing new themes, topics or concepts.

Implementation

We provide a *Literacy-rich environment*: This includes:

- Signs and labels throughout continuous provision areas – including those made by children
- Displays – supporting children's developing self-esteem as mark-makers and writers
- A range of font and backgrounds
- Inviting book/reading corners with a range of high-quality texts (stories and non-fiction) that reflect the cultural diversity, interests and reading skill levels of the children
- Texts throughout continuous provision to support learning in all of areas of the curriculum (e.g. books about buildings around the world in block area).
- Modelled writing from adults for a range of purposes.
- A range of opportunities for children to apply literacy skills for a purpose that is meaningful to them.
- Displays demonstrating print in the environment including when at home and out and about in the community.
- Synthetic phonics programme – Little Wandle
- Continuous provision for writing is linked to assessment, matched to children's interest and contains challenge.

YEAR 1

Speaking and Listening

Strand	Intent (Learning Questions)	Implementation (Skills Progression & Activities, Reading + Vocabulary)
Speaking and Listening	<p>Pupils should be taught to: listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and build vocabulary and knowledge Share feelings and thoughts about a given story or topic maintain attention and participate actively in conversations, staying on topic use spoken language to develop understanding, imagining and exploring ideas speak audibly with an increasing command of Standard English</p> <p>Learning Questions Can I listen and respond appropriately to adults and peers? Can I ask relevant questions to extend my understanding and knowledge? Can I use relevant strategies to build my vocabulary?</p>	<p>Opportunities should be planned to enable children to experience and participate in informal talk and formal talk. These could include: 'playground talk' - playing games and following instructions for games etc. Paired and group talk - mixed ability to allow children to support each other. This could include looking at and discussing pictures or texts Speaking to teacher and other adults Listening and responding to others – interviews asking questions, talking Oral rehearsal for writing - say sentence before writing Learning to talk clearly in front of large groups or in a pair. e.g. presentations/assemblies listening to each other's work. Developing deeper and richer vocabulary- Guided Reading lessons focusing on vocabulary.</p>

Reading

Reading should be taught alongside spelling, so that pupils understand that they can read back words they have spelt. Pupils should be shown how to segment spoken words into individual phonemes and then how to represent the phonemes by the appropriate grapheme(s). Alongside this knowledge of GPCs, pupils need to develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. They will need to hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary.

Word Reading -

Young readers encounter words that they have not seen before much more frequently than experienced readers do, and they may not know the meaning of some of these. Practice at reading such words by sounding and blending can provide opportunities not only for pupils to develop confidence in their decoding skills, but also for teachers to explain the meaning and thus develop pupils' vocabulary.

Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading

- Guided Reading lessons-end of day
- Phonics and guided reading sessions- morning
- Word Walls should contain new vocabulary and practiced by the children in Guided Reading lessons.
- Guided reading books
- Whole class texts where new phonic sounds are used

The teaching of high frequency words and Common exception words

Pupils should revise and consolidate the GPCs and the common exception words taught in Reception. As soon as they can read words comprising the year 1 GPCs accurately and speedily, they should move on to the year 2 programme of study for word reading.

Comprehension

Pupils' vocabulary should be developed when they listen to books when they discuss what they have heard. This vocabulary can also feed into their writing. The meaning of some new words should be introduced to pupils before they start to read on their own, so that these unknown words do not

hold up their comprehension-Through listening, pupils also start to learn how language sounds and increase their vocabulary and awareness of grammatical structures. In due course, they will be able to draw on such grammar in their own writing.

Comprehension

By listening frequently to stories, poems and non-fiction that they cannot yet read for themselves, pupils begin to understand how written language can be structured in order, for example, to build surprise in narratives or to present facts in non-fiction. Listening to and discussing information books and other non-fiction establishes the foundations for their learning in other subjects. Pupils should be shown some of the processes for finding out information

Pupils should be taught to:

develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:
- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of

Provision

- Whole class texts and simple comprehension activities
- Gender and topic appropriate texts to develop a love of reading
- Speaking and listening activities
- Guided Reading lessons-end of day
- Phonics and guided reading sessions- morning
- Word Walls should contain new vocabulary and practiced by the children in Guided Reading lessons.
- Levelled Guided reading books
- The teaching of how to answer and use a question mark
- Relating stories to their own life and similar stories
- Writing or saying alternate endings
- Role-play can help pupils to identify with and explore characters and to try out the language they have listened to.

Through questioning

- Can I listen to and discuss what has been read to me?
- Do I recognise different types of texts? -E.g. fiction/nonfiction/poetry
- Can I retell stories I have read?
- Can I use discuss feelings and actions of characters in a text?
- Can I ask questions about a text to further my understanding?
- Can I make predictions about a text?
- Can I retrieve facts?

	<p>what is being said and done</p> <ul style="list-style-type: none"> ● predicting what might happen on the basis of what has been read so far ● participate in discussion about what is read to them, taking turns and listening to what others say ● explain clearly their understanding of what is read to them 	
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Writing

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 organize their ideas in writing.

Pupils should be taught to recognise sentence boundaries in spoken sentences and to use the vocabulary listed in [English Appendix 2](#) ('Terminology for pupils') when their writing is discussed. Pupils should begin to use some of the distinctive features of Standard English in their writing. 'Standard English' is defined in the [Glossary](#).

<p>Spelling – Phonics</p> <p><u><i>Little Wandle</i></u></p>	<p>Pupils should be taught to: spell:</p> <ul style="list-style-type: none"> ● words containing each of the 40+ phonemes already taught-Phase 2-5 Little Wandle 	<ul style="list-style-type: none"> ● Little Wandle ● Display phonemes ● Consistent revisit previous learned sounds ● Sound cards when writing
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<p>Spelling-Transcription</p>	<p><u><i>Spelling (see English Appendix 1)</i></u></p> <p>Pupils should be taught to: spell:</p> <ul style="list-style-type: none"> ● words containing each of the 40+ phonemes already taught ● common exception words ● the days of the week ● name the letters of the alphabet: ● naming the letters of the alphabet in order ● using letter names to distinguish between alternative spellings of the same sound ● add prefixes and suffixes: 	<ul style="list-style-type: none"> ● Writing simple dictated sentences that include words taught so far give- pupils opportunities to apply and practice their spelling. ● Spelling and phonics lessons ● Spelling Working Walls ● Spelling games e.g. Bingo ● Mix and Match card games ● Spelling HL ● Words of the week ● Word banks to support writing
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	<ul style="list-style-type: none"> • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • using the prefix un– • using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] • apply simple spelling rules and guidance, as listed in English Appendix 1 <ul style="list-style-type: none"> • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	
<p>Transcription-Handwriting</p> <p>Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practice these. 	<ul style="list-style-type: none"> • Nelson Handwriting Scheme Twinkl Handwriting scheme • Pencil grip where needed • Use of line guides • Tracing paper • Physical skills activities to develop dexterity • Funky fingers table – year 1 -Left-handed pupils should receive specific teaching to meet their needs <ul style="list-style-type: none"> • frequent and discrete, direct teaching.
<p>Composition</p> <p>At the beginning of year 1, not all pupils will have</p>	<p>Pupils should be taught to: write sentences by:</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about 	<ul style="list-style-type: none"> • Demonstration of the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear

<p>the spelling and handwriting skills they need to write down everything that they can compose out loud. - demonstrate writing processes</p>	<ul style="list-style-type: none"> ● composing a sentence orally before writing it ● sequencing sentences to form short narratives ● re-reading what they have written to check that it makes sense ● 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>vocabulary, grammar and punctuation develop their understanding of the concepts set out in <u>English Appendix 2(below)</u></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● leaving spaces between words ● joining words and joining clauses using and ● beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark ● using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ <p><i><u>learning the grammar for year 1 in English Appendix 2</u></i> <i><u>Use the grammatical terminology in English Appendix 2 in discussing their writing.</u></i></p>	<ul style="list-style-type: none"> ● Simple sentence building – scaffold sheets ● Boxes to write words in to teach spacing ● VCOP wall to refer to regularly <p>Terminology:</p> <p>letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</p>

Year 1 Grammar and Punctuation

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Grammar Lots of oral rehearsal / story telling- spoken language to support grammar.</p>	<p>Grammar What makes a sentence?</p> <p>Punctuation Capital letters and full stops</p> <p>Continued importance of spoken language.</p>	<p>Grammar Single clause sentences Pronouns</p> <p>Adjectives</p> <p>Punctuation CL/FS</p> <p>Consolidation of previous term through application in writing and intervention if necessary.</p>	<p>Grammar Single clause sentences Past tense- ed suffix</p> <p>Joining words and clauses with 'and'</p> <p>Punctuation CL/FS</p> <p>Consolidation of previous term through application in writing and intervention if necessary.</p>	<p>Grammar Coordination</p> <p>Different sentence types: commands Adverbs (time)</p> <p>Punctuation CL/FS Exclamation marks</p> <p>Consolidation of previous term through application in writing and intervention if necessary.</p>	<p>Grammar Coordination Subordination- because</p> <p>Different sentence types: questions</p> <p>Punctuation CL/FS Question marks</p> <p>Consolidation of previous term through application in writing and intervention if necessary.</p>

Vocabulary, grammar and punctuation

Year 1: Detail of content to be introduced (statutory requirement)

Word -Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun

Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)

How the prefix un– changes the meaning of verbs and adjectives- [negation, for example, unkind, or undoing: untie the boat]

Sentence -How words can combine to make sentences

Text -Sequencing sentences to form short narratives

Punctuation -Separation of words with spaces

Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences

Capital letters for names and for the personal pronoun I

Terminology for pupils -letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

Year 2: Detail of content to be introduced (statutory requirement)

Word -Word Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]

Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1) Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs

Sentence -Subordination (using when, if, that, because)

and co-ordination (using or, and, but)

Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]

How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command

Text -Correct choice and consistent use of present tense and past tense throughout writing

Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]

Punctuation -Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences

Commas to separate items in a list

Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]

Terminology for pupils -noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma

YEAR 2

Strand	Intent (Learning Questions)	Implementation (Skills Progression & Activities, Reading + <i>Vocabulary</i>)
Speaking and Listening	<p>Pupils should be taught to: listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and build vocabulary and knowledge Share feelings and thoughts about a given story or topic maintain attention and participate actively in conversations, staying on topic use spoken language to develop understanding, imagining and exploring ideas speak audibly with an increasing command of Standard English</p> <p>Learning Questions Can I listen and respond appropriately to adults and peers? Can I ask relevant questions to extend my understanding and knowledge? Can I use relevant strategies to build my vocabulary?</p>	<p>Opportunities should be planned to enable children to experience and participate in informal talk and formal talk. These could include: ‘playground talk’ - playing games and following instructions for games etc. Paired and group talk - mixed ability to allow children to support each other. This could include looking at and discussing pictures or texts Speaking to teacher and other adults Listening and responding to others – interviews asking questions, talking Oral rehearsal for writing - say sentence before writing Learning to talk clearly in front of large groups or in a pair. e.g. presentations/assemblies listening to each other's work. Developing deeper and richer vocabulary- Guided Reading lessons focusing on vocabulary.</p>
<p>Reading</p> <p>Children need to hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary. For pupils who do not have the phonic knowledge and skills they need for year 2, teachers should use the year 1 programmes of study for word reading and spelling so that pupils’ word reading skills catch up. However, teachers should use the year 2 programme of study for comprehension so that these pupils hear and talk about new books, poems, other writing, and vocabulary with the rest of the class.</p>		
<p>Word Reading - During year 2, teachers should continue to focus on establishing pupils’ accurate</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent 	<ul style="list-style-type: none"> ● Guided Reading lessons-end of day ● Phonics and guided reading sessions- morning ● Word Walls should contain new vocabulary and practiced by the children in Guided Reading lessons. ● Guided reading books ● Whole class texts where new phonic sounds are used.

<p>and speedy word reading skills. They should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.</p>	<ul style="list-style-type: none"> ● read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes ● read accurately words of two or more syllables that contain the same graphemes as above ● read words containing common suffixes ● read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word ● read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered ● read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation ● re-read these books to build up their fluency and confidence in word reading. 	<ul style="list-style-type: none"> ● Range of texts to meet the needs of all children <p>The teaching of high frequency words and Common exception words</p> <p>Pupils should revise and consolidate the GPCs and the common exception words taught in Year 1. As soon as pupils can read words comprising the year 2 GPCs accurately and speedily, they should move on to the years 3 and 4 programme of study for word reading.</p>
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Comprehension

<p>Comprehension Pupils should learn about cause and effect in both narrative and non-fiction</p>	<p>Pupils should be taught to: <i>develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p> <ul style="list-style-type: none"> ● listening to, discussing and expressing views about a wide range 	<p>Provision</p> <ul style="list-style-type: none"> ● Whole class texts and simple comprehension activities ● Gender and topic appropriate texts to develop a love of reading ● Speaking and listening activities ● Guided Reading lessons-end of day ● Phonics and guided reading sessions- morning
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(for example, what has prompted a character's behaviour in a story; why certain dates are commemorated annually). 'Thinking aloud' when reading to pupils may help them to understand what skilled readers do.

Deliberate steps should be taken to increase pupils' vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written language.

Discussion should be

of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently

- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favorite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the

- Word Walls should contain new vocabulary and practiced by the children in Guided Reading lessons.
- Levelled Guided reading books
- The teaching of how to answer and use a question mark
- Relating stories to their own life and similar stories
- Writing or saying alternate endings
- Role-play can help pupils to identify with and explore characters and to try out the language they have listened to.

Through questioning

- Can I listen to and discuss what has been read to me?
- Do I recognise different types of texts? -E.g. fiction/nonfiction/poetry
- Can I retell stories I have read?
- Can I use discuss feelings and actions of characters in a text?
- Can I ask questions about a text to further my understanding?
- Can I make predictions about a text?
- Can I retrieve facts?

<p>demonstrated to pupils. They should be guided to participate in it and they should be helped to consider the opinions of others. They should receive feedback on their discussions.</p>	<p>basis of what has been read so far 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- explain and discuss their understanding</p>	
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Writing

At the beginning of year 2 children 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.

<p>Spelling – Phonics <u><i>Little Wandle</i></u></p>	<p>Pupils should be taught to: spell:</p> <ul style="list-style-type: none"> ● words containing each of the 40+ phonemes already taught-Phase 2-6 Little Wandle 	<ul style="list-style-type: none"> ● Little Wandle ● Display phonemes ● Consistent revisit previous learned sounds ● Sound cards when writing
<p>Spelling-Transcription In year 2, pupils move towards more word-specific knowledge of</p>	<p><i>Spelling (see English Appendix 1)</i></p> <ul style="list-style-type: none"> ● Pupils should be taught to spell by: ● segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly ● learning new ways of spelling phonemes for which one or more 	<ul style="list-style-type: none"> ● Writing simple dictated sentences that include words taught so far give- pupils opportunities to apply and practice their spelling. ● Spelling and phonics lessons ● Spelling Working Walls ● Spelling games e.g. Bingo ● Mix and Match card games ● Spelling HL

<p>spelling, including homophones. The process of spelling should be emphasised- spelling involves segmenting spoken words into phonemes and then representing all the phonemes by graphemes in the right order. Pupils should do this both for single-syllable and multi-syllabic words.</p>	<p>spellings are already known, and learn some words with each spelling, including a few common homophones</p> <ul style="list-style-type: none"> ● learning to spell common exception words ● learning to spell more words with contracted forms ● learning the possessive apostrophe (singular) [for example, the girl's book] ● distinguishing between homophones and near-homophones ● add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly ● apply spelling rules and guidance, as listed in English Appendix 1 ● write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	<ul style="list-style-type: none"> ● Words of the week ● Word banks to support writing ● <p><i>At this stage children's spelling should be phonically plausible, even if not always correct. Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words can be used as an opportunity to teach pupils about alternative ways of representing those sounds.</i></p>
<p>Transcription-Handwriting</p> <p>Pupils should revise and practice correct letter formation frequently. They should be taught to write with a joined style as soon as they can</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● Pupils should be taught to: ● form lower-case letters of the correct size relative to one another ● start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined ● write capital letters and digits of the correct size, orientation and relationship to one another and to 	<ul style="list-style-type: none"> ● Nelson Handwriting Scheme (Twinkl Handwriting scheme) ● Pencil grip where needed ● Use of line guides ● Tracing paper ● Physical skills activities to develop dexterity ● Left-handed pupils should receive specific teaching to meet their needs ● frequent and discrete, direct teaching.

<p>form letters securely with the correct orientation.</p>	<p>lower case letters</p> <ul style="list-style-type: none"> ● use spacing between words that reflects the size of the letters 	
<p>Composition Reading and listening to whole books, not simply extracts, helps pupils to increase their vocabulary and grammatical knowledge, including their knowledge of the vocabulary and grammar of Standard English. These activities also help them to understand how different types of writing, including narratives, are structured</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● develop positive attitudes towards and stamina for writing by: ● writing narratives about personal experiences and those of others (real and fictional) ● writing about real events ● writing poetry ● writing for different purposes ● consider what they are going to write before beginning by: ● planning or saying out loud what they are going to write about ● writing down ideas and/or key words, including new vocabulary ● encapsulating what they want to say, sentence by sentence ● make simple additions, revisions and corrections to their own writing by: ● evaluating their writing with the teacher and other pupils ● re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form ● proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] ● read aloud what they have written with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> ● Reading and listening to whole books, to increase their vocabulary and grammatical knowledge, including their knowledge of the vocabulary and grammar of Standard English. These activities also help them to understand how different types of writing, including narratives, are structured. All these can be drawn on for their writing. ● Varied activities to build up skills for sustaining independent writing -Whole class writing /Shared writing/Guided writing/ ● paired activities to read each other's work and comment ● Demonstration of the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear ● Analysing story structures ● Structuring stories – start middle end ● Breaking down familiar stories or nursery rhymes into start middle end ● Story maps ● Frame by frame story boards ● Flip charts for teacher to scribe and add to amend with the class ● Ordering the parts of a story ● Character profiles and so on ● Scenes to describe using expanded vocabulary as practice for longer pieces

**vocabulary,
grammar and
punctuation**

develop their understanding of the concepts set out in English Appendix 2

Pupils should be taught to:

develop their understanding of the concepts set out in English Appendix 2 by:

- learning how to use both familiar and new punctuation correctly (including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular))

learn how to use:

- sentences with different forms: **statement, question, exclamation, command**
- **expanded noun phrases** to describe and specify [for example, the blue butterfly]
- **the present and past tenses** correctly and consistently including the progressive form
- **subordination** (using when, if, that, or because) and co-ordination (using or, and, or but)

- Simple sentence building – scaffold sheets
- Boxes to write words in to teach spacing
- VCOP wall to refer to regularly

Terminology:

year 1 – all of Year 1 and year 2

letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark-

Year 2

commas for lists and apostrophes for contracted forms and the possessive statement, question, exclamation, command
expanded noun phrases

the present and past tenses
subordination

Year 2 Grammar and Punctuation

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Grammar Lots of oral rehearsal /story telling- spoken language to support grammar</p> <p>Revisit what makes a sentence- single clause</p> <p>Joining words and phrases together with 'and'</p> <p>Punctuation Capital letters/full stops</p>	<p>Grammar Single clause sentences Adjectives</p> <p>Tenses- past simple (links with spelling-ed suffix) Pronouns</p> <p>Punctuation CL/FS</p> <p>Consolidation of previous term through application in writing and intervention if necessary.</p>	<p>Grammar Multiclaue sentences- coordination</p> <p>Tenses- present simple Subject verb agreement</p> <p>Different sentence types:questions, commands, exclamations Adverbs (time)</p> <p>Punctuation Question marks, Exclamation marks Apostrophe for contraction</p> <p>Consolidation of previous term through application in writing and intervention if necessary.</p>	<p>Grammar Multiclaue sentences- subordination</p> <p>Adverbs of manner</p> <p>Punctuation Commas in a list</p> <p>Consolidation of previous term through application in writing and intervention if necessary.</p>	<p>Grammar Expanded noun phrases and preposition phrases</p> <p>Tenses- present and past progressive Subject verb agreement</p> <p>Punctuation Apostrophe for possession (singular)</p> <p>Consolidation of previous term through application in writing and intervention if necessary.</p>	<p>Grammar Consolidation Opportunities to apply in writing</p> <p>Punctuation Consolidation of previous term through application in writing and intervention if necessary.</p>

YEAR 3

Strand	Intent (Learning Questions)	Implementation (Skills Progression & Activities, Reading + <u>Vocabulary</u>)
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Speaking and Listening

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and build vocabulary and knowledge
- articulate and justify answers, arguments and opinions
- give well-structured descriptions and explanations
- 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 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.

Learning Questions

1. Can I listen and respond appropriately to adults and peers?
2. Can I ask relevant questions to extend my understanding and knowledge?

Opportunities should be planned to enable children to experience and participate in informal talk and formal talk. These could include:

'playground talk' - playing games and following instructions for games etc.

Paired and group talk - mixed ability to allow children to support each other. This could include looking at and discussing pictures or texts e.g. The Chronicles of Harris Burdick

Speaking to teacher and other adults

Listening and responding to others - debates/interviews

Oral rehearsal for writing - say sentence and edit before writing

Learning to talk clearly in front of large groups e.g. presentations/assemblies

Giving feedback to others- could be listening to each other's work.

Formal oral presentations

Developing deeper and richer vocabulary- Guided Reading lessons focusing on vocabulary.

3. Can I use relevant strategies to build my vocabulary?

<p>Reading Word Reading</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet ● read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 	<p>Word games- children have to find person with prefix or suffix that matches with their root word. Guided Reading Vocabulary lessons- children try to work out the meaning of unknown words by looking at it in context. Word Walls should contain new vocabulary met by the children in Guided Reading lessons. Spelling Walls should show rules that have been covered in class</p>
<p>Reading Comprehension</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● Can I listen to and discuss what has been read to me? ● Do I know and understand different types of texts? E.g. fiction/non fiction/poetry ● Can I read a range of texts that are structured in different ways? ● Can I use clues in the text to work out the meaning of new words? ● Can I use a dictionary to find out the meaning of unknown words? ● Can I retell stories I have read? ● Can I identify themes in a book? ● Can I read and perform poetry/playscripts? ● Can I justify why I like a word or phrase in a text? ● Do I know different forms of poetry? ● Can I use inference to discuss feelings and actions of characters in a text? ● ● Can I ask questions about a text to further my understanding? ● Can I make predictions about a text? ● Can I summarise main ideas in a 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ Develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ▪ Read books that are structured in different ways and reading for a range of purposes ▪ Use dictionaries to check the meaning of words that they have read. ▪ Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally. ▪ Identify themes and conventions in a wide range of books. ▪ Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. ▪ Discuss words and phrases that capture the reader's interest and imagination. ▪ Recognise some different forms of poetry (e.g. free verse, narrative poetry) <p>Independent reading-</p> <ul style="list-style-type: none"> ▪ Children should understand what they read, in books they can read independently, by: ▪ Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. ▪ Asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. ▪ Predicting what might happen from details stated and implied ▪ Identifying main ideas drawn from more than one paragraph and summarising these.

	<p>paragraph/text?</p> <ul style="list-style-type: none"> • Can I identify how language and structure can contribute to meaning? • Can I retrieve and record facts? 	<ul style="list-style-type: none"> ▪ Identifying how language, structure, and presentation contribute to meaning. ▪ Retrieve and record information from non-fiction ▪ Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.
<p>Some Power of Reading texts for year group</p>	<p>African Tales The Tin Forest The Iron Man</p>	<p>Guided Reading and Writing lessons</p>
<p>Writing and SPaG Transcription- Spelling</p>	<p>Pupils should be taught to spell by:</p> <ul style="list-style-type: none"> • segmenting spoken words into phonemes and representing these by graphemes, • spelling many correctly • learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones • learning to spell common exception words learning to spell more words with contracted forms • learning the possessive apostrophe distinguishing between homophones and near-homophones • add suffixes to spell longer words, e.g. -ment, -ness, -ful, -less, -ly • apply spelling rules and guidelines, as listed in Appendix 1 write from memory simple sentences dictated by the teacher that include words and punctuation taught so far. 	<p>Spelling lessons Spelling Working Walls Spelling games e.g. Bingo Mix and Match card games for adding prefixes/suffixes Make posters to explain rules for adding p/s Dictionary Hunt - list of words that they need to find in the dictionary Spelling log books</p>
<p>Writing Transcription- Handwriting</p>	<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 	<p>Nelson Handwriting Scheme Twinkl Handwriting Intro Spring2/Summer1</p>

	<ul style="list-style-type: none"> • use spacing between words that reflects the size of the letters. • Use horizontal and diagonal joins • Understand which letters are joined. 	
<p>Writing Composition (articulating ideas and structuring them in speech and writing)</p>	<p>Planning:</p> <ul style="list-style-type: none"> • Can I identify features of a text type? E.g. Newspapers, Diary entries, Fairy tale. • Can I use correct suitable vocabulary and punctuation? • Do I understand how to structure my piece of writing? • Can I plan ideas for a text type? • Can I discuss and explain my ideas? <p>Drafting and Writing:</p> <ul style="list-style-type: none"> • Can I say what I want to write? • Can I compose sentences with different sentence structures? E.g. compound sentences, complex sentences, fronted adverbials. • Do I understand what a paragraph is and when to start a new one? • Can I organise my writing using paragraphs? • Can I describe settings? • Can I describe characters? • Can I use interesting vocabulary to enrich my writing? • Can I use headings and subheadings to organise non fiction writing? <p>Evaluating and Editing:</p> <ul style="list-style-type: none"> • Can I see how to improve my writing? • Can I use a thesaurus to uplevel vocabulary? 	<p>Pupils should be taught the process of writing through these stages:</p> <p>Planning-:</p> <ul style="list-style-type: none"> ▪ Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ▪ Discussing and recording ideas. <p>Drafting and Writing-</p> <ul style="list-style-type: none"> ▪ Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. ▪ Organise paragraphs around a theme in narratives, creating settings, characters and plot ▪ In non-narrative texts, use simple organisational devices such as headings and sub-headings. <p>Evaluating and Editing-</p> <ul style="list-style-type: none"> ▪ Assess the effectiveness of their own and others' writing and suggesting improvements

	<ul style="list-style-type: none">• Can I edit sentences to make them more accurate and/or interesting for the reader?	<ul style="list-style-type: none">▪ Propose changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences. <p>Suggested Text Types/Genres Stories with familiar settings Myths, legends, fables, traditional tales Adventure and mystery Letters Instructions Information texts Poems to perform Shape poems and calligrams</p>
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<p>Writing Vocabulary, grammar and punctuation</p>	<p>1.To use the term “verb” appropriately and to understand the function of verbs in sentences through: Noticing that sentences cannot make sense without them.</p> <p>2.To use the term “adjective” appropriately and to understand the function of adjectives in sentences.</p> <p>3. To use the term “pronoun” appropriately and to understand the function of pronouns in sentences.</p> <p>4. To extend knowledge and understanding of pluralisation.</p> <p>5. To use the term “comma” appropriately and to understand the function of commas in sentences.</p>	<p>1.Collecting and classifying examples of verbs from own reading and own knowledge e.g. <i>run, chase, sprint; eat, consume, gobble</i></p> <p>2. Identifying adjectives in shared reading Discussing and defining what they have in common i.e. words which qualify nouns Experimenting with deleting and substituting adjectives and noting the effects on meaning Collecting and classifying adjectives, e.g. for colours, sizes, moods Experimenting with the impact of different adjectives through shared writing</p> <p>3. Noticing in speech and reading how they stand in place of nouns; Substituting pronouns for common and proper nouns in own writing; Distinguishing personal pronouns, e.g. <i>I, you, him, it</i> and possessive pronouns, e.g. <i>my, yours, hers;</i> Distinguishing the 1st, 2nd, 3rd person forms of pronouns e.g. <i>I, me, we; you; she, her, them</i> investigating the contexts and purposes for using pronouns in different persons, linked to previous term's work on 1st and 3rd person; Investigating how pronouns are used to mark gender: <i>he, she, they, etc.,</i></p> <p>4. Recognising the use of singular and plural forms in speech and through shared writing Transforming sentences from singular to plural and vice versa, noting which words have to change and which do not Understanding the term “collective noun” and collecting examples – experimenting with inventing other collective nouns Noticing which nouns can be pluralized and which cannot, e.g. trousers, rain</p> <p>5. Noting where commas occur in reading and discussing their functions in helping the reader to become aware of the use of commas in marking grammatical boundaries within sentences</p>
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	<p>6. To understand the basic conventions of speech punctuation through:</p> <p>7. To understand the differences between verbs in the 1st, 2nd, and 3rd person, e.g. I/we do, you do, he/she/does, they do, through</p> <p>8. To understand and use the term “adverb”</p>	<p>6. Identifying speech marks in reading Beginning to use speech marks in own writing Using capital letters to mark the start of direct speech To use the term “speech marks” beginning to use speech marks and other dialogue punctuation appropriately in writing and to use the conventions which mark boundaries between spoken words and the rest of the sentence</p> <p>7. Collecting and categorising examples and noting the differences between the singular and plural persons Discussing the purposes for which each can be used Relating to different types of text, e.g. 1st person for diaries and personal letters, 2nd person for instructions and directions, 3rd person for narrative, recounts Experimenting with transforming sentences and noting which words need to be changed</p> <p>8. Practise using adverbs- use picture cue cards- children describe what is happening. Replace existing adverbs in sentences- children to find alternative adverbs that still make sense.</p>
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Year 3 Grammar and Punctuation

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Grammar Revisit what makes a sentence: single clause.</p> <p>Tenses- present and past simple (links with spelling- ed suffix)</p> <p>Punctuation Capital letters and full stops</p>	<p>Grammar Multi clause sentences: coordination</p> <p>Adjectives Adverbs (manner)</p> <p>Punctuation CL/FS Apostrophe for contraction</p> <p>Consolidation of previous term through application in writing and intervention if necessary.</p>	<p>Grammar Multiclaue sentences- subordination- Referencing of pronouns Different sentence types: questions, commands, exclamations</p> <p>Adverbs (time)</p> <p>Punctuation Question marks Exclamation marks</p> <p>Consolidation of previous term through application in writing and intervention if necessary.</p>	<p>Grammar Multiclaue sentences- subordination- increasing range of conjunctions.</p> <p>Tenses- present and past progressive Subject verb agreement</p> <p>Prepositions</p> <p>Punctuation Commas in a list</p> <p>Consolidation of previous term through application in writing and intervention if necessary.</p>	<p>Grammar Expanded noun phrases and preposition phrases</p> <p>Present perfect</p> <p>Punctuation Apostrophe for possession (singular)</p> <p>Consolidation of previous term through application in writing and intervention if necessary.</p>	<p>Grammar Fronted adverbials (time and manner)</p> <p>Punctuation Speech punctuation</p> <p>Consolidation of previous term through application in writing and intervention if necessary.</p>

Key Vocabulary for Year 3: Writing: adverb, preposition, conjunction, word family, suffix, prefix, clause, subordinating clause, direct speech, inverted commas, fronted adverbial, possessive apostrophe, consonant letter vowel, vowel letter, independent/dependent clause

Reading: synonym, evaluate, explore, themes, conventions, intonation, tone

YEAR 4

Strand	Intent (Learning Questions)	Implementation (Skills Progression & Activities, <u>Reading + Vocabulary</u>)
<p>Speaking and Listening</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● listen and respond appropriately to adults and their peers ● ask relevant questions to extend their understanding and build vocabulary and knowledge ● articulate and justify answers, arguments and opinions ● give well-structured descriptions and explanations ● 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 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. <p>Learning Questions:</p> <p>1. Can I ask relevant questions to extend</p>	<p>Opportunities should be planned to enable children to experience and participate in informal talk and formal talk. These could include: 'playground talk' and PE lessons' - playing games and following instructions for games etc.</p> <p>Paired and group talk - mixed ability to allow children to support each other. This could include looking at and discussing pictures or texts e.g. images from The Chronicles of Harris Burdick.</p> <p>Speaking to teacher and other adults</p> <p>Listening and responding to others - debates/interviews</p> <p>Oral rehearsal for writing - say sentence and edit before writing</p> <p>Learning to talk clearly in front of large groups e.g. presentations/assemblies</p> <p>Giving feedback to others- could be listening to each other's work.</p> <p>Formal oral presentations</p> <p>Developing deeper and richer vocabulary- Guided Reading lessons focusing on vocabulary.</p> <p>Starting to discuss abstract concepts-Philosophy lessons/RE lessons</p>

	<p>their understanding and knowledge?</p> <p>2. Can I use relevant strategies to build my vocabulary?</p>	
<p>Reading Word reading</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 	<p>Word games- children have to find person with prefix or suffix that matches with their root word.</p> <p>Guided Reading Vocabulary lessons- children try to work out the meaning of unknown words by looking at it in context.</p> <p>Word Walls should contain new vocabulary met by the children in Guided Reading lessons.</p> <p>Spelling Walls should show rules that have been covered in class</p>
<p>Reading Comprehension</p>	<ul style="list-style-type: none"> • Can I listen to and discuss what has been read to me? • Do I know and understand different types of texts? E.g. fiction/non fiction/poetry • Can I read a range of texts that are structured in different ways? • Can I use clues in the text to work out the meaning of new words? • Can I use a dictionary to find out the meaning of unknown words? • Can I retell stories I have read? • Can I identify themes in a book? • Can I read and perform poetry/playscripts? • Can I justify why I like a word or phrase in a text? • Do I know different forms of poetry? • Can I use inference to discuss feelings and actions of characters in a text? • Can I ask questions about a text to 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. ▪ Read books that are structured in different ways and reading for a range of purposes ▪ Use dictionaries to check the meaning of words that they have read. ▪ Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. ▪ Identify themes and conventions in a wide range of books ▪ Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action ▪ Discuss words and phrases that capture the reader's interest and imagination ▪ Recognise some different forms of poetry (e.g. free verse, narrative poetry) <p>Independent Reading:</p> <ul style="list-style-type: none"> ▪ Children should understand what they read in books by: ▪ Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context ▪ Asking questions to improve their understanding of a text ▪ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ▪ Predicting what might happen from details stated and implied

	<p>further my understanding?</p> <ul style="list-style-type: none"> • Can I make predictions about a text? • Can I summarise main ideas in a paragraph/text? • Can I identify how language and structure can contribute to meaning? • Can I retrieve and record facts? <p>By the end of the year: <i>Most children should be independent, fluent and enthusiastic readers who read widely and frequently.</i> <i>Children should be able to justify their views about what they have read with increasing independence</i></p>	<ul style="list-style-type: none"> ▪ Identifying main ideas drawn from more than one paragraph and summarising these ▪ Identifying how language, structure, and presentation contribute to meaning ▪ Retrieve and record information from non-fiction ▪ Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.
<p>Writing Transcription- Spelling</p>	<p>Spelling (see Appendix 1) Pupils should be taught to:</p> <ul style="list-style-type: none"> • Use further prefixes and suffixes and understand how to add them (Appendix 1) • Spell further homophones spell words that are often misspelt (Appendix 1) • Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • Use the first two or three letters of a word to check its spelling in a dictionary • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<p>Spelling lessons Spelling Working Walls Spelling games e.g. Bingo Mix and Match card games for adding prefixes/suffixes Make posters to explain rules for adding p/s Dictionary Hunt - list of words that they need to find in the dictionary Spelling log books</p>
<p>Writing Transcription- Handwriting</p>	<ul style="list-style-type: none"> • • Write capital letters and digits of the correct size, orientation and 	<p>Nelson Handwriting Scheme Twinkl Handwriting Spring2/Summer 1</p>

	<p>relationship to one another and to lower case letters</p> <ul style="list-style-type: none"> ● Use spacing between words that reflects the size of the letters. ● Use horizontal and diagonal joins ● Understand which letters are joined. ● Children should be using cursive writing by the end of year 4. 	
<p>Writing Composition (articulating ideas and structuring them in speech and writing)</p>	<p>Planning:</p> <ul style="list-style-type: none"> ● Can I identify features of a text type? E.g. Newspapers, Diary entries, Fairy tale. ● Can I use correct suitable vocabulary and punctuation? ● Do I understand how to structure my piece of writing? ● Can I plan ideas for a text type? ● Can I discuss and explain my ideas? <p>Drafting and Writing:</p> <ul style="list-style-type: none"> ● Can I say what I want to write? ● Can I compose sentences with different sentence structures? E.g. compound sentences, complex sentences, fronted adverbials. ● Do I understand what a paragraph is and when to start a new one? ● Can I organise my writing using paragraphs? ● Can I describe settings? ● Can I describe characters? ● Can I use interesting vocabulary to enrich my writing? ● Can I use headings and subheadings to organise non fiction writing? <p>Evaluating and Editing:</p>	<p>Pupils should be taught the process of writing through these stages:</p> <p>Planning:</p> <ul style="list-style-type: none"> ▪ Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. ▪ Discuss and record ideas <p>Drafting and Writing:</p> <ul style="list-style-type: none"> ▪ Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. ▪ Organise paragraphs around a theme in narratives, creating settings, characters and plot ▪ In non-narrative material, using simple organisational devices such as headings and sub-headings <p>Evaluating and Editing:</p>

	<ul style="list-style-type: none"> ● Can I see how to improve my writing? ● Can I use a thesaurus to uplevel vocabulary? ● Can I edit sentences to make them more accurate and/or interesting for the reader? 	<ul style="list-style-type: none"> ▪ Assess the effectiveness of their own and others' writing and suggesting improvements ▪ Propose changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences ▪ Proof-read for spelling and punctuation errors ▪ Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. <p>Suggested Text Types/Genres Stories with historical settings -Egyptians Stories set in imaginary worlds Stories from other cultures- Rainforest Playscripts Recounts- Newspapers Information texts- Rivers Persuasive text- Rainforest Poetry- Creating images- Rainforest Poetry- Exploring form</p>
<p>Writing Vocabulary, grammar and punctuation</p>	<ol style="list-style-type: none"> 1. To understand and use the term "tense" in relation to verbs. 2. To extend knowledge and understanding of adverbs. 3. To extend knowledge, understanding 	<ol style="list-style-type: none"> 1. To know that tense refers to time To know that one test of whether a word is a verb is whether or not its tense can be changed To compare sentences from different text types e.g. narrative in past tense, explanations in present tense, forecasts/directions in future tense To develop an awareness of how tense relates to purpose and structure of text 2. Identifying common adverbs with <i>ly</i> suffix and discussing their impact on the meaning of sentences Noticing where they occur in sentences and how they are used to qualify the meaning of verbs Collecting and classifying examples of adverbs, e.g. for speed: <i>swiftly, rapidly, sluggishly; light: brilliantly, dimly</i> Investigating the effects of substituting adverbs in clauses or sentences, e.g. <i>They left the housely</i> Using adverbs with greater discrimination in own writing 3. Constructing adjectival phrases

	<p>and use of expressive and figurative language in stories and poetry.</p> <p>4. To use commas to mark grammatical boundaries within sentences.</p> <p>5. To use apostrophes to mark possession.</p> <p>6. To understand the significance of word order,</p> <p>7. To recognise how commas, connectives and full stops are used to join and separate clauses.</p> <p>8. To be aware of the use of connectives,</p>	<p>Examining comparative and superlative adjectives Comparing adjectives on a scale of intensity (e.g. <i>hot, warm, tepid, lukewarm, chilly, cold</i>) Relating them to the suffixes which indicate degrees of intensity (e.g. <i>-ish, -er, -est</i>) Relating them to adverbs which indicate degrees of intensity (e.g. <i>very, quite, more, most</i>) and through investigating words which can be intensified in these ways and words which cannot</p> <p>4. Link this to work on editing and revising own writing</p> <p>5. Identifying possessive apostrophes in reading and to whom or what they refer Understanding the basic rules for apostrophising singular nouns, e.g. <i>the man's hat</i>; for plural nouns ending in "s", e.g. <i>The doctors' surgery</i> and for irregular plural nouns e.g. <i>children's playground</i> Distinguishing between uses of the apostrophe for contraction and possession To begin to use the apostrophe appropriately in their own writing</p> <p>6. Understand some re-orderings destroy meaning; some make sense but change meaning; sentences can be reordered to retain meaning (sometimes adding words); subsequent words are governed by preceding ones</p> <p>7. To identify in their writing where each is more effective.</p> <p>8. Look at adverbs, adverbial phrases, conjunctions, to structure an argument, e.g. <i>"If ..., then", "on the other hand...", "finally", "so"</i></p>
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Year 4 Grammar and Punctuation

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Grammar Revisit what makes a sentence Phrases and clauses Variety of sentence structure: single clause coordination</p> <p>Tenses- present and past simple (links with spelling- ed suffix)</p> <p>Punctuation CL/FS, question marks, exclamation marks Eradicate comma splicing</p>	<p>Grammar Variety of sentences structure- subordination</p> <p>Adjectives Adverbs (time and manner)</p> <p>Tenses- present and past progressive Subject verb agreement</p> <p>Punctuation Commas in a list Apostrophe for contraction</p> <p>Consolidation of previous term through application in writing and intervention if necessary.</p>	<p>Grammar Variety of sentence structure- using a wide range of subordinating conjunctions</p> <p>Referencing to pronouns</p> <p>Different sentence types: questions, commands, exclamations</p> <p>Punctuation Apostrophe for possession (Singular)</p> <p>Consolidation of previous term through application in writing and intervention if necessary.</p>	<p>Grammar Fronted adverbials (time and manner)</p> <p>Present perfect</p> <p>Prepositions</p> <p>Punctuation Speech punctuation Commas after fronted adverbials</p> <p>Consolidation of previous term through application in writing and intervention if necessary.</p>	<p>Grammar Expanded noun phrases and preposition phrases</p> <p>Punctuation Apostrophe for possession (plural)</p> <p>Consolidation of previous term through application in writing and intervention if necessary.</p>	<p>Grammar Fronted adverbials (place)</p> <p>Punctuation Consolidation of previous term through application in writing and intervention if necessary.</p>

Some Power of Reading texts for year group	The Miraculous Journey of Edward Tulane Varjak Paw The Lion and the Unicorn	
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Key vocabulary taught in year 4: Writing: determiner, pronoun, possessive pronoun, adverbial, extended noun phrase, inverted commas
Reading: synonym, evaluate, explore, themes, conventions, intonation, tone
Learning Journey Vocabulary: Local Area/Egyptians/Rainforest(Biomes) & Rivers/Water(links with Egyptians) May change with new curriculum plan

YEAR 5

Strand	Intent (Learning Questions)	Implementation (Skills Progression & Activities, Reading + <i>Vocabulary</i>)
Speaking and Listening	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● listen and respond appropriately to adults and their peers ● ask relevant questions to extend their understanding and build vocabulary and knowledge ● articulate and justify answers, arguments and opinions ● give well-structured descriptions and explanations ● 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 and 	<p>Opportunities should be planned to enable children to experience and participate in informal talk and formal talk. These could include: 'playground talk' and PE lessons' - playing games and following instructions for games etc. Paired and group talk - mixed ability to allow children to support each other. This could include looking at and discussing pictures or texts e.g. The Chronicles of Harris Burdick Speaking to teacher and other adults Listening and responding to others - debates/interviews Oral rehearsal for writing - say sentence and edit before writing Learning to talk clearly in front of large groups e.g. presentations/assemblies Giving feedback to others- could be listening to each other's work. Formal oral presentations Developing deeper and richer vocabulary- Guided Reading lessons focusing on vocabulary. Starting to discuss abstract concepts-Philosophy lessons/RE lessons</p>

	<p>debates</p> <ul style="list-style-type: none"> ● gain, maintain and monitor the interest of the listener(s) ● consider and evaluate different viewpoints, attending to and building on the contributions of others ● select and use appropriate registers for effective communication. <p>Learning Questions:</p> <ol style="list-style-type: none"> 1. Can I select and use appropriate registers for effective communication? 2. Can I consider and evaluate different viewpoints, attending to and building on the contribution of others? 3. Can I gain, maintain and monitor the interest of the listener? 4. Can I articulate and justify answers, arguments and opinions? 5. Can I participate in discussions, presentations? 	
<p>Reading Word Reading</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in Appendix 1, both to read aloud and to understand the meaning of new words that they meet. 	<p>Word games- children have to find person with prefix or suffix that matches with their root word. Guided Reading Vocabulary lessons- children try to work out the meaning of unknown words by looking at it in context. Word Walls should contain new vocabulary met by the children in Guided Reading lessons. Spelling Walls should show rules that have been covered in class.</p>
<p>Reading Comprehension</p>	<ul style="list-style-type: none"> ● Can I read and discuss a range of texts? ● Do I understand why texts are structured in different ways? ● Can I understand the purpose and audience of a text? ● Am I familiar with a range of texts from other cultures and traditions? 	<p>Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> ▪ Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks ▪ Reading books that are structured in different ways and reading for a range of purposes ▪ Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and

- Can I recommend books to peers?
- Can I review books that I have read giving my own opinions?
- Can I identify themes and conventions in different texts?
- Can I compare and contrast different books by same/different authors?
- Can I recite a poem by heart?
- Can I perform poetry?
- Can I work out the meaning of unknown words from their context?
- Can I ask questions to further my understanding?
- Can I use inference to understand a character's feelings or actions?
- Can I find evidence in a text to justify my responses?
- Can I make predictions about a text drawing on previous knowledge?
- Can I summarise main ideas from a text?
- Can I identify key points in a text?
- Do I understand how language and structure convey meaning in a text?
- Can I discuss and evaluate authors use of language etc?
- Can I evaluate the impact on a reader from a text?
- Do I understand the difference between fact and opinion?
- Can I record and retrieve information from a non-fiction text?
- Can I discuss a text/book with others?
- Can I explain and discuss what I have read?
- Can I make notes of key points from reading?

books from other cultures and traditions

- Recommending books that they have read to their peers, giving reasons for their choices
- Identifying and discussing themes and conventions in and across a wide range of writing
- Making comparisons within and across books
- Learning a wider range of poetry by heart
- Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

Independent Reading:

- Children should understand what they read by:
- understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Asking questions to improve their understanding
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Predicting what might happen from details stated and implied
- Summarising the main ideas drawn from more than one paragraph
- Identifying key details that support the main ideas
- Identifying how language, structure and presentation contribute to meaning
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Distinguish between statements of fact and opinion
- Retrieve, record and present information from non-fiction
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views

<p>Writing Transcription- Spelling</p>	<p>Spelling (see Appendix 1) Pupils should be taught to:</p> <ul style="list-style-type: none"> ● Use further prefixes and suffixes and understand the guidelines for adding them ● Spell some words with 'silent' letters, e.g. knight, psalm, solemn ● Continue to distinguish between homophones and other words which are often confused ● Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 ● Use dictionaries to check the spelling and meaning of words ● Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary ● Use a thesaurus. 	<p>Spelling lessons Spelling Working Walls Spelling games e.g. Bingo Mix and Match card games for adding prefixes/suffixes Make posters to explain rules for adding p/s Dictionary Hunt - list of words that they need to find in the dictionary Spelling log books</p>
<p>Writing Transcription- Handwriting</p>	<p>Pupils should be taught to: Write legibly, fluently and with increasing speed choosing the writing implement that is best suited for a task (e.g. quick notes, letters). Pupils should be joining and writing in pen by the end of the year.</p>	<p>Nelson Handwriting Scheme Twinkl Handwriting</p>
<p>Composition (articulating ideas and structuring them in speech and writing)</p>	<p>Planning:</p> <ul style="list-style-type: none"> ● Can I identify the purpose and audience of the writing? ● Can I make notes for my writing? ● Can I develop my ideas? ● Can I identify how authors develop characters? 	<p>Pupils should be taught the process of writing through these stages: Planning:</p> <ul style="list-style-type: none"> ▪ Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ▪ Noting and developing initial ideas, drawing on reading and research where necessary ▪ In writing narratives, considering how authors have developed characters and

- Can I identify how authors develop a setting and plot?

Drafting and Writing:

- Can I select appropriate vocabulary to enhance meaning for the reader?
- Can I select appropriate grammar and punctuation?
- Can I describe characters, setting and atmosphere?
- Can I use dialogue to move action on in a narrative?
- Can I use dialogue to convey a character's personality?
- Can I summarise key points?
- Can I use cohesive devices to link paragraphs?
- Can I use a range of devices to organise writing? E.g. subheadings.

Evaluating and Editing:

- Can I assess my own and others' writing?
- Can I suggest improvements to make writing more interesting for the reader?
- Am I able to keep the correct use of tense throughout a piece of writing?
- Can I choose the appropriate register for a piece of writing?
- Can I proof-read my writing for spelling and punctuation errors?
- Can I perform my own composition? E.g. A speech

settings in what they have read, listened to or seen performed

Drafting and Writing:

- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- Précising longer passages
- Using a wide range of devices to build cohesion within and across paragraphs
- Using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)

Evaluating and Editing

- Assessing the effectiveness of their own and others' writing
- Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Ensuring the consistent and correct use of tense throughout a piece of writing
- Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- Proof-read for spelling and punctuation errors
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Suggested text types/genres:

Traditional stories/myths (Greeks)
 Stories from other cultures
 Film Narrative-(Wing on Literacy Shed)

		<p>Instructions Recounts Poetry Persuasive writing Narrative Poetry</p>
<p>Writing Vocabulary, grammar and punctuation</p>	<ol style="list-style-type: none"> 1. To investigate word order by examining how far the order of words in sentences can be changed. 2. To re-order simple sentences, noting the changes which are required in word order and verb forms and discuss the effects of changes 3. To construct sentences in different ways, while retaining meaning. 4. To understand the basic conventions of standard English and consider when and why standard English is used. 5. To discuss, proof-read and edit their own writing for clarity and correctness, e.g. by creating more complex sentences, using a range of connectives, simplifying clumsy constructions 6. To adapt writing for different readers and purposes by changing vocabulary, tone and sentence structure to suit, e.g. simplifying for younger readers 7. To understand the difference between direct and reported speech (e.g. “<i>She</i> 	<ol style="list-style-type: none"> 1. Which words are essential to meaning? Which can be deleted without damaging the basic meaning? Which words or groups of words can be moved into a different order? 2. Jumbled sentences activity- group work and discussion 3. Combining 2 or more sentences Re-ordering them Deleting or substituting words 4. Look at the agreement between nouns and verbs Investigate the consistency of tense and subject Recognise the avoidance of double negatives Understand the avoidance of non-standard dialect words 7. Finding and comparing examples from reading

	<p><i>said, " I am going" and "She said she was going"</i></p> <p>8. To use the term "preposition" appropriately and to understand the function of prepositions in sentences.</p> <p>9. Using colons to signal, e.g. a list</p> <p>10. From reading, to understand how dialogue is set out, e.g. on separate lines for alternate speakers in narrative, and the positioning of commas before speech marks.</p> <p>11.To extend knowledge, understanding and use of verbs, focusing on:</p> <p>12. To use further punctuation marks: colon, semi-colon, dashes, brackets To use punctuation marks accurately in complex sentences</p> <p>13. To be aware of the differences between spoken and written language.</p> <p>14. To investigate clauses.</p>	<p>Discussing contexts and reasons for using particular forms and their effects Transforming direct into reported speech and vice versa, noting changes in punctuation and words that have to be changed or added</p> <p>8. Searching for, identifying and classifying a range of prepositions Experimenting with substituting different prepositions and their effect on meaning</p> <p>11. Tenses: past, present, future; investigating how different tenses are formed by using auxiliary verbs e.g. have, was, shall, will Forms: active, interrogative, imperative Person: 1st, 2nd, 3rd,</p> <p>Identify and classify examples from reading</p> <p>13. The need for writing to make sense away from immediate context The use of punctuation to replace intonation, pauses, gestures The use of complete sentences (subject and verb)</p> <p>14. Identifying the main clause in a long sentence Investigating sentences which contain more than one clause Understand how clauses are connected (e.g. by combining 3 short sentences into 1)</p>
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Year 5 Grammar and Punctuation

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Grammar Revisit what makes a sentence Phrases and clauses Variety of sentence structure: single clause, coordination and subordination</p> <p>Tenses - present and past simple (links with spelling - ed suffix)</p> <p>Punctuation CL/FS and question marks and exclamation marks Eradicate comma splicing Apostrophe for contraction</p>	<p>Grammar Subordination - using a wider range of conjunctions Expanded noun phrases Referencing of pronouns</p> <p>Tenses - present and past progressive Subject verb agreement</p> <p>Adverbs (time, manner, place)</p> <p>Punctuation Commas in a list Apostrophe for possession (singular and plural)</p> <p>Speech punctuation</p> <p>Consolidation of previous term through application in writing and intervention if necessary.</p>	<p>Grammar Fronted adverbials (time, manner, place)</p> <p>Present perfect</p> <p>Different sentence types: questions, commands, exclamations</p> <p>Prepositions</p> <p>Punctuation Commas for clarity</p> <p>Consolidation of previous term through application in writing and intervention if necessary.</p>	<p>Grammar Prepositions and preposition phrases</p> <p>Relative clauses</p> <p>Punctuation Bullet points Punctuation for parenthesis (brackets, dashes, commas)</p> <p>Consolidation of previous term through application in writing and intervention if necessary.</p>	<p>Grammar Modal verbs Conditionals Adverbs for possibility</p> <p>Punctuation Punctuation for parenthesis (brackets, dashes, commas)</p> <p>Consolidation of previous term through application in writing and intervention if necessary.</p>	<p>Grammar Formal language structures - passive voice</p> <p>Punctuation Hyphens Semi colons Colons</p> <p>Consolidation of previous term through application in writing and intervention if necessary.</p>

Some Power of Reading texts for year group

Skellig
Treason
There's a boy in the girls' bathroom...

Key vocabulary taught in year 5: Writing: modal verbs, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, bullet points, precis

Reading: etymology, morphology, stated, justifications, figurative language, implied

Learning Journey Vocabulary: Biomes(compare and contrast Antarctica plus another i.e. desert/Ancient Greeks, Mayans (including South America/Fairtrade). May change with new curriculum plan.

YEAR 6

Strand	Intent (Learning Questions)	Implementation (Skills Progression & Activities, Reading + <i>Vocabulary</i>)
Speaking and Listening	<ul style="list-style-type: none"> ● listen and respond appropriately to adults and their peers ● ask relevant questions to extend their understanding and build vocabulary and knowledge ● articulate and justify answers, arguments and opinions ● give well-structured descriptions and explanations ● 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 and debates ● gain, maintain and monitor the interest of the listener(s) ● consider and evaluate different viewpoints, attending to and building 	<p>Opportunities should be planned to enable children to experience and participate in informal talk and formal talk. These could include:</p> <p>‘playground talk’ and PE lessons’ - playing games and following instructions for games etc.</p> <p>Paired and group talk - mixed ability to allow children to support each other. This could include looking at and discussing pictures or texts e.g. The Chronicles of Harris Burdick.</p> <p>Speaking to teacher and other adults</p> <p>Listening and responding to others - debates/interviews</p> <p>Oral rehearsal for writing - say sentence and edit before writing</p> <p>Learning to talk clearly in front of large groups e.g. presentations/assemblies</p> <p>Giving feedback to others- could be listening to each other's work.</p> <p>Formal oral presentations</p> <p>Developing deeper and richer vocabulary- Guided Reading lessons focusing on vocabulary.</p> <p>Starting to discuss abstract concepts-Philosophy lessons/RE lessons</p> <p>Storytelling</p>

	<p>on the contributions of others</p> <ul style="list-style-type: none"> ● select and use appropriate registers for effective communication. <p>Learning Questions:</p> <ol style="list-style-type: none"> 1. Can I select and use appropriate registers for effective communication? 2. Can I consider and evaluate different viewpoints, attending to and building on the contribution of others? 3. Can I gain, maintain and monitor the interest of the listener? 4. Can I articulate and justify answers, arguments and opinions? 	
<p>Reading Word Reading</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in Appendix 1, both to read aloud and to understand the meaning of new words that they meet. 	<p>Word games- children have to find person with prefix or suffix that matches with their root word. Guided Reading Vocabulary lessons- children try to work out the meaning of unknown words by looking at it in context. Word Walls should contain new vocabulary met by the children in Guided Reading lessons. Spelling Walls should show rules that have been covered in class.</p>
<p>Reading Comprehension</p>	<ul style="list-style-type: none"> ● Can I read and discuss a range of texts? ● Do I understand why texts are structured in different ways? ● Can I understand the purpose and audience of a text? ● Am I familiar with a range of texts from other cultures and traditions? ● Can I recommend books to peers? ● Can I review books that I have read giving my own opinions? ● Can I identify themes and conventions in different texts? ● Can I compare and contrast different books by same/different authors? 	<p>Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> ▪ Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks ▪ Reading books that are structured in different ways and reading for a range of purposes ▪ Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions ▪ Recommending books that they have read to their peers, giving reasons for their choices ▪ Identifying and discussing themes and conventions in and across a wide range of writing ▪ Making comparisons within and across books ▪ Learning a wider range of poetry by heart

- Can I recite a poem by heart?
- Can I perform poetry?
- Can I work out the meaning of unknown words from their context?
- Can I ask questions to further my understanding?
- Can I use inference to understand a character's feelings or actions?
- Can I find evidence in a text to justify my responses?
- Can I make predictions about a text drawing on previous knowledge?
- Can I summarise main ideas from a text?
- Can I identify key points in a text?
- Do I understand how language and structure convey meaning in a text?
- Can I discuss and evaluate author's use of language etc?
- Can I evaluate the impact on a reader from a text?
- Do I understand the difference between fact and opinion?
- Can I record and retrieve information from a non-fiction text?
- Can I discuss a text/book with others?
- Can I explain and discuss what I have read?
- Can I make notes of key points from reading?

By the end of the year:

Children should read widely and frequently, outside as well as in school for pleasure and for information. They should be able to read silently. Their reading should be sufficiently fluent and

- 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.

Independent Reading:

- Children should understand what they read by:
- understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Asking questions to improve their understanding
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Predicting what might happen from details stated and implied
- Summarising the main ideas drawn from more than one paragraph
- Identifying key details that support the main ideas
- Identifying how language, structure and presentation contribute to meaning
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Distinguish between statements of fact and opinion
- Retrieve, record and present information from non-fiction
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views

	<i>effortless for them to manage the general demands of Year 7, across all subjects</i>	
Writing Transcription- Spelling	<p>Spelling (see Appendix 1) Pupils should be taught to:</p> <ul style="list-style-type: none"> • Use further prefixes and suffixes and understand the guidelines for adding them • Spell some words with 'silent' letters, e.g. knight, psalm, solemn • Continue to distinguish between homophones and other words which are often confused • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 • Use dictionaries to check the spelling and meaning of words • Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • Use a thesaurus. 	<p>Spelling lessons Spelling Working Walls Spelling games e.g. Bingo Mix and Match card games for adding prefixes/suffixes Make posters to explain rules for adding p/s Dictionary Hunt - list of words that they need to find in the dictionary Spelling log books</p>
Writing Transcription- Handwriting	<p>Pupils should be taught to: write legibly, fluently and with increasing speed by: choosing the writing implement that is best suited for a task (e.g. quick notes, letters) Pupils should be writing in pen.</p>	<p>Nelson Handwriting Scheme. Twinkl Handwriting Summer 2022</p>
Writing Composition (articulating ideas and structuring them in speech and writing)	<p>Planning:</p> <ul style="list-style-type: none"> • Can I identify the purpose and audience of the writing? • Can I make notes for my writing? 	<p>Pupils should be taught the process of writing through these stages: Planning:</p> <ul style="list-style-type: none"> ▪ Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ▪ Noting and developing initial ideas, drawing on reading and research where

- Can I develop my ideas?
- Can I identify how authors develop characters?
- Can I identify how authors develop a setting and plot?

Drafting and Writing:

- Can I select appropriate vocabulary to enhance meaning for the reader?
- Can I select appropriate grammar and punctuation?
- Can I describe characters, setting and atmosphere?
- Can I use dialogue to move action on in a narrative?
- Can I use dialogue to convey a character's personality?
- Can I summarise key points?
- Can I use cohesive devices to link paragraphs?
- Can I use a range of devices to organise writing? E.g. subheadings.

Evaluating and Editing:

- Can I assess my own and others' writing?
- Can I suggest improvements to make writing more interesting for the reader?
- Am I able to keep the correct use of tense throughout a piece of writing?
- Can I choose the appropriate register for a piece of writing?
- Can I proof-read my writing for spelling and punctuation errors?
- Can I perform my own composition?
E.g. A speech

necessary

- In writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed

Drafting and Writing:

- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- Précising longer passages
- Using a wide range of devices to build cohesion within and across paragraphs
- Using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)

Evaluating and Editing

- Assessing the effectiveness of their own and others' writing
- Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Ensuring the consistent and correct use of tense throughout a piece of writing
- Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- Proof-read for spelling and punctuation errors
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Suggested text types/genres:

		<p>Narrative Poetry Narrative Poetry (Rose Blanche) Recounts Letters- formal and informal Dialogue in a narrative Biographies Argument Information/Non Chronological reports Fiction genres- Adventure/Science Fiction</p>
<p>Writing Vocabulary, grammar and punctuation</p>	<p>1.To understand and use the terms “active” and “passive” when referring to verbs, and to be able to apply their knowledge in their own writing</p> <p>2. To understand features of formal official language.</p> <p>3. To revise the language conventions and grammatical features of the different types of text.</p> <p>4. To identify, understand and form</p>	<p>1.Transforming a sentence from active to passive and vice-versa To note and discuss how changes from active to passive affect the word order and sense of a sentence To investigate further the use of active and passive verbs To know how sentences can be re-ordered by changing from one to the other To consider how the passive voice can conceal the agent of a sentence, e.g. <i>The chicks were kept in an incubator</i></p> <p>2.Collecting and analysing examples, discussing when and why they are used Noting the conventions of the language, e.g. use of the impersonal voice, imperative verbs, formal vocabulary Collecting typical words and expressions, e.g. <i>“Those wishing to ...”, “hereby ...”, “forms may be obtained”</i></p> <p>3. Narrative (e.g. stories and novels) Recounts (e.g. anecdotes, accounts of observations, experiences) Instructional texts (e.g. instructions and directions) Reports (e.g. factual writing, description) Explanatory texts (how and why) Persuasive texts (e.g. opinions and promotional literature) Discursive texts (e.g. balanced arguments)</p> <p>4. Using different connecting devices Reading back complex sentences for clarity of meaning, and adjusting as necessary Evaluating which links work best Identifying main clauses Using appropriate punctuation</p>

	<p>complex sentences.</p> <p>5. To secure control of complex sentences, understanding how different clauses can be manipulated to achieve different effects.</p> <p>6.To revise work on contracting sentences:</p> <p>7. To understand the difference between present progressive, past progressive, present perfect and past perfect sentences.</p> <p><u>Revision of all KS2 skills!</u></p>	<p>6. Summary Note-making Editing</p>
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Year 6 Grammar and Punctuation

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Grammar Revisit what makes a sentence Phrases and clauses Variety of sentence structure: single-clause, coordination and subordination</p> <p>Tenses- present and past simple (links with</p>	<p>Grammar Subordination- using a wider range of conjunctions Relative clauses Expanded noun phrases Referencing of pronouns</p> <p>Tenses- present and</p>	<p>Grammar Fronted adverbials (time, place, manner)</p> <p>Tag questions</p> <p>Modal verbs Conditionals Adverbs of</p>	<p>Grammar Cohesive devices (adverbials such as 'in contrast' to support cohesion across paragraphs)</p> <p>Past perfect Conditionals Prepositions</p>	<p>Grammar A range of devices to build cohesion</p> <p>Formal language structures</p> <p>Punctuation Revisit higher level punctuation</p>	<p>Grammar/ Punctuation</p> <p>Formal language structures</p> <p>Consolidation Opportunities to apply in writing</p>

<p>spelling - ed suffix)</p> <p>Punctuation Capital letters, full stops, question marks Eradicate comma splicing Apostrophe for contraction</p>	<p>past progressive Present perfect Subject verb agreement Adverbs (time, manner, pace)</p> <p>Punctuation Commas in a list Apostrophe for possession (sing and plural) Speech punctuation</p> <p>Consolidation of previous term through application in writing and intervention if necessary.</p>	<p>possibility</p> <p>Prepositions</p> <p>Punctuation Commas for clarity Punctuation for parenthesis (brackets, dashes, commas)</p> <p>Consolidation of previous term through application in writing and intervention if necessary.</p>	<p>Formal language structures: Passive voice Subjunctive</p> <p>Punctuation Hyphens Semi-colons Colons Bullet points</p> <p>Consolidation of previous term through application in writing and intervention if necessary.</p>	<p>Consolidation of previous term through application in writing and intervention if necessary.</p>	
<p>Some Power of Reading texts for year group</p>	<p>Rose Blanche The London Eye Mystery The Silver Donkey</p>				
<p>Key Vocab taught in Year 6: Writing: dialogue, convey, advance, clarify, subject, object, passive, formal, informal, synonym, antonym, hyphen, colon, semi-colon, bullet points, morphology, etymology Reading: etymology, morphology, stated, implied, justifications, figurative language Learning Journey Vocabulary: World War Two/Human Geography-The Windrush May change with new curriculum plan</p>					