

## Progression Map for Literacy

### Purpose of study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

### Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate
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		SPEAKING AND LISTENING
EYFS	N	<ul style="list-style-type: none"> <li>▪ Enjoy listening to longer stories and remember much of what happens.</li> <li>▪ Use a wider range of vocabulary.</li> <li>▪ Use longer sentences of 4-6 words.</li> <li>▪ Be able to use words as well as actions to express own view/debate etc.</li> <li>▪ Start a conversation and continue it for at least 6 exchanges.</li> <li>▪ Use talk to organise themselves and their play.</li> <li>▪ Understand a question or instruction that has 2 parts.</li> </ul>
	R	<ul style="list-style-type: none"> <li>▪ Understand how to listen carefully and why listening is important.</li> <li>▪ Ask questions to find out more and to check they understand what has been said to them.</li> <li>▪ Learn new vocabulary and use in a variety of everyday situations and in different contexts.</li> <li>▪ Listen, talk about and re-tell stories once they have developed a deep familiarity with the text, demonstrating exact repetition and some in their own words.</li> <li>▪ Listen carefully to and learn rhymes, poems and songs, paying attention to how they sound.</li> <li>▪ Engage and listen to and talk about selected non-fiction books to develop a deep familiarity and vocabulary.</li> <li>▪ Connect one idea or action to another using a range of connectives.</li> <li>▪ Describe events in some detail. Explain how things work and why they might happen.</li> <li>▪ Use talk to help work out problems and organise thinking and activities.</li> </ul>

KS1	Y1	<p><b>NC OBJECTIVE: Listen and respond appropriately to adults and their peers.</b></p> <ul style="list-style-type: none"> <li>▪ Listen to others in a range of situations and usually respond appropriately.</li> <li>▪ Understand instructions with more than one point in many situations.</li> </ul> <p><b>NC OBJECTIVE: Ask relevant questions to extend their understanding and knowledge.</b></p> <p><b>NC OBJECTIVE: Articulate and justify answers, arguments and opinions.</b></p> <ul style="list-style-type: none"> <li>▪ Begin to ask questions that are linked to the topic being discussed.</li> <li>▪ Answer questions on a wider range of topics (sometimes may only be one-word answers).</li> </ul> <p><b>NC OBJECTIVE: Use relevant strategies to build their vocabulary.</b></p> <p><b>NC OBJECTIVE: Speak audibly and fluently with an increasing command of Standard English.</b></p> <ul style="list-style-type: none"> <li>▪ Use appropriate vocabulary to describe their immediate world and feelings.</li> <li>▪ Think of alternatives for simple vocabulary choices.</li> </ul> <p><b>NC OBJECTIVE: Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</b></p> <p><b>NC OBJECTIVE: Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</b></p> <p><b>NC OBJECTIVE: Gain, maintain and monitor the interest of the listener(s).</b></p> <ul style="list-style-type: none"> <li>▪ Organise their thoughts in sentences before expressing them.</li> <li>▪ Be able to describe their immediate world and environment.</li> <li>▪ Retell simple stories and recounts aloud.</li> </ul> <p><b>NC OBJECTIVE: Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</b></p> <p><b>NC OBJECTIVE: Consider and evaluate different viewpoints, attending to and building on the contributions of others.</b></p> <ul style="list-style-type: none"> <li>▪ Recognise when it is their turn to speak in a discussion.</li> <li>▪ Recognise that different people will have different responses and that these are as valuable as their own opinions and ideas.</li> </ul> <p><b>NC OBJECTIVE: Participate in discussions, presentations, performances, role play, improvisations and debates.</b></p> <p><b>NC OBJECTIVE: Select and use appropriate registers for effective communication.</b></p> <ul style="list-style-type: none"> <li>▪ Speak clearly in a way that is easy to understand.</li> <li>▪ Speak in front of larger audiences, e.g. in a class assembly, during a show 'n' tell session.</li> <li>▪ Know when it is their turn to speak in a small group presentation or play performance.</li> <li>▪ Take part in a simple role play of a known story.</li> </ul>
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Y2	<p><b>NC OBJECTIVE: Listen and respond appropriately to adults and their peers.</b></p> <ul style="list-style-type: none"> <li>▪ Listen carefully and respond with increasing appropriateness to what has been said, e.g. make a helpful contribution when speaking in a small reading group.</li> <li>▪ Fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear.</li> <li>▪ Attempt to follow instructions before seeking assistance.</li> </ul> <p><b>NC OBJECTIVE: Ask relevant questions to extend their understanding and knowledge.</b></p> <p><b>NC OBJECTIVE: Articulate and justify answers, arguments and opinions.</b></p> <ul style="list-style-type: none"> <li>▪ Show that they are following a conversation by asking relevant and timely questions.</li> <li>▪ Answer questions using clear sentences.</li> <li>▪ Begin to give reasoning behind their answers when prompted to do so.</li> </ul> <p><b>NC OBJECTIVE: Use relevant strategies to build their vocabulary.</b></p> <p><b>NC OBJECTIVE: Speak audibly and fluently with an increasing command of Standard English.</b></p> <ul style="list-style-type: none"> <li>▪ Start to use subject-specific vocabulary to explain, describe and add detail.</li> <li>▪ Suggest words or phrases appropriate to the topic being discussed.</li> <li>▪ Start to vary language according to the situation between formal and informal.</li> <li>▪ Usually speak in grammatically correct sentences.</li> </ul> <p><b>NC OBJECTIVE: Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</b></p> <p><b>NC OBJECTIVE: Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</b></p> <p><b>NC OBJECTIVE: Gain, maintain and monitor the interest of the listener(s).</b></p> <ul style="list-style-type: none"> <li>▪ Talk about themselves clearly and confidently.</li> <li>▪ Verbally recount experiences with some added interesting details.</li> <li>▪ Offer ideas based on what has been heard.</li> </ul> <p><b>NC OBJECTIVE: Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</b></p> <p><b>NC OBJECTIVE: Consider and evaluate different viewpoints, attending to and building on the contributions of others.</b></p> <ul style="list-style-type: none"> <li>▪ Give enough detail to hold the interest of other participant(s) in a discussion.</li> <li>▪ Engage in meaningful discussions that relate to different topic areas.</li> <li>▪ Remain focused on a discussion when not directly involved and be able to recall the main points when questioned.</li> </ul> <p><b>NC OBJECTIVE: Participate in discussions, presentations, performances, role play, improvisations and debates.</b></p> <p><b>NC OBJECTIVE: Select and use appropriate registers for effective communication.</b></p> <ul style="list-style-type: none"> <li>▪ Speak confidently within a group of peers so that their message is clear.</li> <li>▪ Practise and rehearse reading sentences and stories aloud.</li> <li>▪ Take on a different role in a drama or role play and discuss the character's feelings.</li> <li>▪ Recognise that sometimes speakers talk differently and discuss reasons why this might happen.</li> </ul>
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LKS2	Y3	<p><b>NC OBJECTIVE: Listen and respond appropriately to adults and their peers.</b></p> <ul style="list-style-type: none"> <li>▪ Listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.</li> <li>▪ Follow instructions in a range of unfamiliar situations.</li> <li>▪ Recognise when it is needed and ask for specific additional information to clarify instructions.</li> </ul> <p><b>NC OBJECTIVE: Ask relevant questions to extend their understanding and knowledge.</b></p> <p><b>NC OBJECTIVE: Articulate and justify answers, arguments and opinions.</b></p> <ul style="list-style-type: none"> <li>▪ Ask questions that relate to what has been heard or what was presented to them.</li> <li>▪ Begin to offer support for their answers to questions with justifiable reasoning.</li> </ul> <p><b>NC OBJECTIVE: Use relevant strategies to build their vocabulary.</b></p> <p><b>NC OBJECTIVE: Speak audibly and fluently with an increasing command of Standard English.</b></p> <ul style="list-style-type: none"> <li>▪ Use vocabulary that is appropriate to the topic and/or the audience.</li> <li>▪ Recognise powerful vocabulary in stories/texts that they read or listen to and begin to try and use these words and phrases in their own talk.</li> <li>▪ Discuss topics that are unfamiliar to their own direct experience.</li> </ul> <p><b>NC OBJECTIVE: Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</b></p> <p><b>NC OBJECTIVE: Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</b></p> <p><b>NC OBJECTIVE: Gain, maintain and monitor the interest of the listener(s).</b></p> <ul style="list-style-type: none"> <li>▪ Organise what they want to say so that it has a clear purpose.</li> <li>▪ Begin to give descriptions, recounts and narrative retellings with added details to engage listeners.</li> </ul> <p><b>NC OBJECTIVE: Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</b></p> <p><b>NC OBJECTIVE: Consider and evaluate different viewpoints, attending to and building on the contributions of others.</b></p> <ul style="list-style-type: none"> <li>▪ Engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation.</li> <li>▪ Take account of the viewpoints of others when participating in discussions.</li> </ul> <p><b>NC OBJECTIVE: Participate in discussions, presentations, performances, role play, improvisations and debates.</b></p> <p><b>NC OBJECTIVE: Select and use appropriate registers for effective communication.</b></p> <ul style="list-style-type: none"> <li>▪ Rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers.</li> <li>▪ Speak regularly in front of large and small audiences.</li> <li>▪ Participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions.</li> </ul>
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Y4	<p><b>NC OBJECTIVE: Listen and respond appropriately to adults and their peers.</b></p> <ul style="list-style-type: none"> <li>▪ Listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.</li> <li>▪ Follow complex directions/multi-step instructions without the need for repetition.</li> </ul> <p><b>NC OBJECTIVE: Ask relevant questions to extend their understanding and knowledge.</b></p> <p><b>NC OBJECTIVE: Articulate and justify answers, arguments and opinions.</b></p> <ul style="list-style-type: none"> <li>▪ Generate relevant questions to ask a specific speaker/audience in response to what has been said.</li> <li>▪ Regularly offer answers that are supported with justifiable reasoning.</li> </ul> <p><b>NC OBJECTIVE: Use relevant strategies to build their vocabulary.</b></p> <p><b>NC OBJECTIVE: Speak audibly and fluently with an increasing command of Standard English.</b></p> <ul style="list-style-type: none"> <li>▪ Regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.</li> <li>▪ Know and use language that is acceptable in formal and informal situations with increasing confidence.</li> <li>▪ Recognise powerful vocabulary in stories/texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.</li> </ul> <p><b>NC OBJECTIVE: Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</b></p> <p><b>NC OBJECTIVE: Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</b></p> <p><b>NC OBJECTIVE: Gain, maintain and monitor the interest of the listener(s).</b></p> <ul style="list-style-type: none"> <li>▪ Give descriptions, recounts and narrative retellings with specific details to actively engage listeners.</li> <li>▪ Debate issues and make their opinions on topics clear.</li> <li>▪ Adapt their ideas in response to new information.</li> </ul> <p><b>NC OBJECTIVE: Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</b></p> <p><b>NC OBJECTIVE: Consider and evaluate different viewpoints, attending to and building on the contributions of others.</b></p> <ul style="list-style-type: none"> <li>▪ Engage in discussions, making relevant points, and ask for specific additional information or viewpoints from other participants.</li> <li>▪ Begin to challenge opinions with respect.</li> <li>▪ Engage in meaningful discussions in all areas of the curriculum.</li> </ul> <p><b>NC OBJECTIVE: Participate in discussions, presentations, performances, role play, improvisations and debates.</b></p> <p><b>NC OBJECTIVE: Select and use appropriate registers for effective communication.</b></p> <ul style="list-style-type: none"> <li>▪ Use intonation when reading aloud to emphasise punctuation.</li> <li>▪ Practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers.</li> <li>▪ Take on a specific role in role-play/drama activities and participate in focused discussion while remaining in character.</li> <li>▪ Discuss the language choices of other speakers and how this may vary in different situations.</li> </ul>
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UKS2	Y5	<p><b>NC OBJECTIVE: Listen and respond appropriately to adults and their peers.</b></p> <ul style="list-style-type: none"> <li>▪ Listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views, e.g. participate in a collaborative project where they listen to the ideas of others and adapt these to meet the needs of the group.</li> <li>▪ Follow complex directions/multi-step instructions without the need for repetition.</li> </ul> <p><b>NC OBJECTIVE: Ask relevant questions to extend their understanding and knowledge.</b></p> <p><b>NC OBJECTIVE: Articulate and justify answers, arguments and opinions.</b></p> <ul style="list-style-type: none"> <li>▪ Ask questions which deepen conversations and/or further their knowledge.</li> <li>▪ Understand how to answer questions that require more detailed answers and justification.</li> </ul> <p><b>NC OBJECTIVE: Use relevant strategies to build their vocabulary.</b></p> <p><b>NC OBJECTIVE: Speak audibly and fluently with an increasing command of Standard English.</b></p> <ul style="list-style-type: none"> <li>▪ Regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.</li> <li>▪ Know and use language that is acceptable in formal and informal situations with increasing confidence.</li> <li>▪ Recognise powerful vocabulary in stories/texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.</li> </ul> <p><b>NC OBJECTIVE: Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</b></p> <p><b>NC OBJECTIVE: Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</b></p> <p><b>NC OBJECTIVE: Gain, maintain and monitor the interest of the listener(s).</b></p> <ul style="list-style-type: none"> <li>▪ Plan and present information clearly with ambitious added detail and description for the listener.</li> <li>▪ Participate in debates/arguments and use relevant details to support their opinions, adding humour where appropriate.</li> </ul> <p><b>NC OBJECTIVE: Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</b></p> <p><b>NC OBJECTIVE: Consider and evaluate different viewpoints, attending to and building on the contributions of others.</b></p> <ul style="list-style-type: none"> <li>▪ Develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and whole-class discussions.</li> <li>▪ Engage in longer and sustained discussions about a range of topics.</li> <li>▪ Ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions.</li> </ul> <p><b>NC OBJECTIVE: Participate in discussions, presentations, performances, role play, improvisations and debates.</b></p> <p><b>NC OBJECTIVE: Select and use appropriate registers for effective communication.</b></p> <ul style="list-style-type: none"> <li>▪ Narrate stories with intonation and expression to add detail and excitement for the listener.</li> <li>▪ Use feedback from peers and teachers (and from observing other speakers) to make improvements to performance.</li> <li>▪ Combine vocabulary choices, gestures and body movement to take on and maintain the role of the character.</li> </ul>
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Y6	<p><b>NC OBJECTIVE: Listen and respond appropriately to adults and their peers.</b></p> <ul style="list-style-type: none"> <li>▪ Make improvements based on constructive feedback on their listening skills.</li> <li>▪ Follow complex directions/multi-step instructions without the need for repetition.</li> </ul> <p><b>NC OBJECTIVE: Ask relevant questions to extend their understanding and knowledge.</b></p> <p><b>NC OBJECTIVE: Articulate and justify answers, arguments and opinions.</b></p> <ul style="list-style-type: none"> <li>▪ Regularly ask relevant questions to extend their understanding and knowledge.</li> <li>▪ Articulate and justify answers with confidence in a range of situations.</li> </ul> <p><b>NC OBJECTIVE: Use relevant strategies to build their vocabulary.</b></p> <p><b>NC OBJECTIVE: Speak audibly and fluently with an increasing command of Standard English.</b></p> <ul style="list-style-type: none"> <li>▪ Use relevant strategies to build their vocabulary.</li> <li>▪ Use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose.</li> <li>▪ Speak audibly, fluently and with a full command of Standard English in all situations.</li> <li>▪ Use a broad, deep and rich vocabulary to discuss abstract concepts and a wide range of topics.</li> <li>▪ Confidently explain the meaning of words and offer alternative synonyms.</li> </ul> <p><b>NC OBJECTIVE: Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</b></p> <p><b>NC OBJECTIVE: Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</b></p> <p><b>NC OBJECTIVE: Gain, maintain and monitor the interest of the listener(s).</b></p> <ul style="list-style-type: none"> <li>▪ Communicate confidently across a range of contexts and to a range of audiences.</li> <li>▪ Articulate and justify arguments and opinions with confidence.</li> <li>▪ Give well-structured descriptions, explanations, presentations and narratives for different purposes, including for expressing feelings.</li> <li>▪ Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</li> <li>▪ Make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus.</li> </ul> <p><b>NC OBJECTIVE: Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</b></p> <p><b>NC OBJECTIVE: Consider and evaluate different viewpoints, attending to and building on the contributions of others.</b></p> <ul style="list-style-type: none"> <li>▪ Maintain attention and participate actively in collaborative conversations, staying on the topic and initiating and responding to comments with confidence.</li> <li>▪ Consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others.</li> <li>▪ Offer an alternative explanation when other participant(s) do not understand.</li> </ul> <p><b>NC OBJECTIVE: Participate in discussions, presentations, performances, role play, improvisations and debates.</b></p> <p><b>NC OBJECTIVE: Select and use appropriate registers for effective communication.</b></p> <ul style="list-style-type: none"> <li>▪ Participate confidently in a range of different performances, role play exercises and improvisations (including acting in role).</li> <li>▪ Gain, maintain and monitor the interest of the listener(s).</li> <li>▪ Select and use appropriate registers for effective communication.</li> </ul>
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READING				
Word reading		Comprehension	Comprehension	Comprehension
		Develop positive attitudes to reading and understanding of what they read by:	Understand what they read, in books they can read independently, by:	Retrieve and record information from non-fiction:
EYFS	N	<ul style="list-style-type: none"> <li>Develop their phonological awareness, so that they can:                             <ul style="list-style-type: none"> <li>- spot and suggest rhymes</li> <li>- count or clap syllables in a word</li> <li>- recognise words with the same initial sound, such as money and mother.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Understand the five key concepts about print:                             <ul style="list-style-type: none"> <li>- print has meaning</li> <li>- print can have different purposes</li> <li>- we read English text from left to right and from top to bottom</li> <li>- the names of the different parts of a book</li> <li>- page sequencing</li> </ul> </li> </ul>	
	R	<ul style="list-style-type: none"> <li>Read individual letters by saying the sounds. Blend sounds into words so that they can read CVC/CVCC words.</li> <li>Read 10 special friends sounds (Diagraphs/Set 2 sounds) confidently.</li> <li>Read aloud simple sentences in RWInc Green books.</li> <li>Read up to 8 common exception words on RWInc Green book list.</li> </ul>	<ul style="list-style-type: none"> <li>Re-read the RWInc books to build up their confidence, their fluency and their understanding and enjoyment.</li> </ul>	<ul style="list-style-type: none"> <li>Re-telling stories and narratives by using their own words and recently introduced vocabulary.</li> <li>Anticipating key events in stories.</li> </ul>



KS1	Y1	<ul style="list-style-type: none"> <li>▪ apply phonic knowledge and skills as the route to decode words</li> <li>▪ respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>▪ read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>▪ read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>▪ read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</li> <li>▪ read other words of more than one syllable that contain taught GPCs</li> <li>▪ read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li> <li>▪ 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</li> <li>▪ re-read these books to build up their fluency and confidence in word reading</li> </ul> <p style="text-align: center;"><u>PUPILS WILL LEARN TO READ THE FOLLOWING COMMON EXCEPTION WORDS:</u>  <i>is, a, his, once, was, he, friend, she, we, you, love, of, so, says, house, full, said, go, has, to, push, me, there, do, my, pull, our, here, some, the, they, were, one, school, by, his, no, come, ask, are, today, your, where, put, be</i></p> <p><u>Additional Year 1 reading assessment targets:</u></p> <ul style="list-style-type: none"> <li>▪ begin to read simple sentences</li> <li>▪ read Year 1 common exception words</li> <li>▪ read words quickly because all phonic sounds are known</li> <li>▪ read a range of words linked to topics beyond those in the reading scheme</li> </ul>	<ul style="list-style-type: none"> <li>▪ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond which they can read independently</li> <li>▪ participating in discussion about what is read to them, taking turns and listening to what others say</li> <li>▪ being encouraged to link what read or hear read to their own experiences</li> <li>▪ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>▪ recognising and joining in with predictable phrases</li> <li>▪ learning to appreciate rhymes and poems, and to recite some by heart</li> <li>▪ discussing word meanings, linking new meanings to those already known</li> </ul>	<ul style="list-style-type: none"> <li>▪ explaining clearly their understanding of what is read to them</li> <li>▪ drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>▪ checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>▪ discussing the significance of the title and events</li> <li>▪ making inferences on the basis of what is being said and done</li> </ul> <p style="text-align: center;">predicting what might happen on the basis of what has been read so far</p> <p><u>Additional Year 1 reading assessment targets:</u></p> <ul style="list-style-type: none"> <li>▪ recall some key points which they have read or heard</li> </ul>	
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Y2	<ul style="list-style-type: none"> <li>▪ continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>▪ read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>▪ read accurately words of two or more syllables that contain the same graphemes</li> <li>▪ read words containing common suffixes</li> <li>▪ read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>▪ read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>▪ read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>▪ re-read these books to build up their fluency and confidence in word reading</li> </ul> <p><u>PUPILS WILL LEARN TO READ THE FOLLOWING COMMON EXCEPTION WORDS:</u>  <i>people, Christmas, break, find, any, many, kind, great, sugar, cold, grass, floor, every, beautiful, whole, pass, Mr, Mrs, clothes, even, everybody, wild, behind, hold, bath, last, parents, children, class, could, steak, money, should, child, both, move, sure, water, mind, father, most, pretty, gold, plant, would, past, poor, path, improve, because, climb, prove, busy, eyes, after, who, door, told, only, old, half, fast, hour, again</i></p> <p><u>Additional Year 2 reading assessment targets:</u></p> <ul style="list-style-type: none"> <li>▪ read common exception words</li> <li>▪ sound out unfamiliar words accurately, without undue hesitation</li> </ul>	<ul style="list-style-type: none"> <li>▪ listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which can be read independently</li> <li>▪ participating 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</li> <li>▪ discussing the sequence of events in books and how items of information are related</li> <li>▪ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>▪ recognising simple recurring literacy language in stories and poetry</li> <li>▪ discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>▪ discussing their favourite words and phrases</li> <li>▪ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul>	<ul style="list-style-type: none"> <li>▪ explaining and discussing their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> <li>▪ drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>▪ checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>▪ making inferences on the basis of what is being said and done</li> <li>▪ answering and asking questions</li> <li>▪ predicting what might happen on the basis of what has been read so far</li> </ul> <p><u>Additional Year 2 reading assessment targets:</u></p> <ul style="list-style-type: none"> <li>▪ explain what has happened so far in what they have read</li> <li>▪ make links between the book they are reading and other books they have read</li> </ul>	<ul style="list-style-type: none"> <li>▪ being introduced to non-fiction books that are structured in different ways</li> </ul>
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LKS2	Y3	<ul style="list-style-type: none"> <li>▪ apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</li> <li>▪ read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul> <p style="text-align: center;"><b>PLEASE REFER TO THE STATUTORY WORDS BELOW</b></p> <p style="text-align: center;"><u>PUPILS WILL LEARN TO READ THESE WORDS FROM THE YEARS 3 AND 4 STATUTORY WORD LIST:</u></p> <p><i>address, answer, appear, arrive, breath, breathe, build, business, busy, calendar, complete, consider, continue, decide, describe, different, difficult, early, earth, exercise, extreme, February, forward, forwards, fruit, group, heard, heart, history, important, increase, interest, island, length, learn, perhaps, popular, promise, question, regular, remember, straight, strange, strength</i></p> <p><u>Additional Year 3 reading assessment targets:</u></p> <ul style="list-style-type: none"> <li>▪ use a range of strategies to decode unfamiliar words with support</li> <li>▪ read with some fluency and understanding</li> </ul>	<ul style="list-style-type: none"> <li>▪ listening to and reading a range of fiction, poetry, plays, non-fiction, reference books or textbooks</li> <li>▪ participating in discussion about books they have listened to and read, taking turns and listening to the opinions of others</li> <li>▪ reading for a range purposes (including for pleasure and to find out information)</li> <li>▪ using a dictionary to check the meaning of unfamiliar words they have read</li> <li>▪ demonstrating their familiarity of a range of books, including fairy stories, and re-telling some of these orally with support</li> <li>▪ identifying the conventions of different types of writing (e.g. greetings in letters or non-fiction presentational devices)</li> <li>▪ preparing poems and play scripts to read aloud and perform</li> <li>▪ discussing words and phrases that capture their interest</li> </ul> <p><u>Additional Year 3 reading assessment targets:</u></p> <ul style="list-style-type: none"> <li>▪ talking about their favourite words and phrases</li> <li>▪ comparing the conventions of different pieces of writing (e.g. the different ways which non-fiction reports are presented)</li> </ul>	<ul style="list-style-type: none"> <li>▪ checking the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>▪ asking questions to improve their understanding of the text</li> <li>▪ making inferences about characters' feelings, thoughts and motives from their words and actions</li> <li>▪ predicting what might happen next from details stated</li> </ul>	<ul style="list-style-type: none"> <li>▪ retrieving and recording information from a non-fiction text</li> </ul> <p style="text-align: center;"><u>Additional Year 3 reading assessment targets:</u></p> <ul style="list-style-type: none"> <li>▪ using a contents or index page to find information in a text</li> </ul>
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Y4	<ul style="list-style-type: none"> <li>▪ apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</li> <li>▪ read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul> <p><b>PLEASE REFER TO THE STATUTORY WORDS BELOW</b></p> <p><u>PUPILS WILL LEARN TO READ THESE WORDS FROM THE YEARS 3 AND 4 STATUTORY WORD LIST:</u>  <i>accident, accidentally, actual, actually, although, believe, bicycle, caught, centre, century, certain, circle, disappear, eight, eighth, enough, experience, experiment, famous, favourite, grammar, guard, guide, height, imagine, knowledge, library, material, medicine, mention, minute, natural, naughty, notice, occasion, occasionally, often, opposite, ordinary, particular, peculiar, position, possess, possession, potatoes, pressure, probably, purpose, quarter, reign, sentence, separate, special, suppose, therefore, though, thought, through, various, weight, woman, women</i></p>	<ul style="list-style-type: none"> <li>▪ reading a broadening range of fiction, poetry, plays, non-fiction, reference books or textbooks</li> <li>▪ reading books that are structured in different ways</li> <li>▪ independently referring to a dictionary to check the meaning and origin of unfamiliar words they have read</li> <li>▪ demonstrating their familiarity of a range of books, including myths and legends, and re-telling some of these orally</li> <li>▪ identifying the theme of a wide range of books</li> <li>▪ preparing poems and play scripts to read aloud and perform, showing understanding of intonation, tone and volume</li> <li>▪ discussing the author's intention in choosing words and phrases which capture the reader's attention</li> <li>▪ recognising some different forms of poetry (e.g. free verse or narrative poetry)</li> </ul> <p><u>Additional Year 4 reading assessment targets:</u></p> <ul style="list-style-type: none"> <li>▪ reading books by authors they are unfamiliar with</li> <li>▪ independently making links between books with a similar theme</li> </ul>	<ul style="list-style-type: none"> <li>▪ checking the text makes sense to them by re-reading words, phrases or passages as required</li> <li>▪ making inferences and recording these in writing</li> <li>▪ identifying the main ideas given in more than one paragraph of a text and explaining the significance of these</li> <li>▪ identifying how language, structure and presentation contribute to a text's meaning</li> </ul> <p><u>Additional Year 4 reading assessment targets:</u></p> <ul style="list-style-type: none"> <li>▪ devising simple questions to answer when reading</li> </ul>	
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UKS2	Y5	<ul style="list-style-type: none"> <li>▪ apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet</li> <li>▪ read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul> <p><b>PLEASE REFER TO THE STATUTORY WORDS BELOW</b></p> <p><u>PUPILS WILL LEARN TO READ THESE WORDS FROM THE YEARS 5 AND 6 STATUTORY WORD LIST:</u>  <i>accommodate, accompany, according, aggressive, appreciate, attached, average, awkward, bruise, convenience, criticise, curiosity, definite, desperate, determined, develop, disastrous, embarrass, equipment, especially, exaggerate, excellent, familiar, forty, frequently, immediately, interfere, interrupt, marvellous, muscle, necessary, neighbour, nuisance, persuade, programme, recognise, recommend, rhyme, rhythm, suggest, symbol, system, temperature, thorough, vegetable</i></p>	<ul style="list-style-type: none"> <li>▪ reading and discussing an increasingly wide range of fiction, poetry, plays, non-fiction, reference books and textbooks</li> <li>▪ discussing books, drawing on their own and others' ideas</li> <li>▪ reading and discussing books that are structured in different ways</li> <li>▪ becoming familiar with varied myths, legends and traditional tales</li> <li>▪ recommending books they have read to their peers, giving reasons to justify their opinions</li> <li>▪ learning a range of poetry by heart</li> <li>▪ preparing poems and play scripts to read aloud and perform so that the meaning is clear to the audience</li> </ul> <p><u>Additional Year 5 reading assessment targets:</u></p> <ul style="list-style-type: none"> <li>▪ comparing characters within and between texts</li> </ul>	<ul style="list-style-type: none"> <li>▪ checking that a book makes sense to them by discussing their understanding of what they have read</li> <li>▪ asking questions to improve their own understanding</li> <li>▪ drawing inferences about characters</li> <li>▪ predicting what might happen next from details which are stated</li> <li>▪ summarising main ideas drawn from more than one paragraph</li> <li>▪ identifying how language, structure and presentation contribute to a text's meaning</li> <li>▪ discussing how authors use language and the effect that vocabulary choices can have on the reader</li> </ul> <p><u>Additional Year 5 reading assessment targets:</u></p> <ul style="list-style-type: none"> <li>▪ considering and comparing different accounts of the same event</li> </ul>	
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Y6	<ul style="list-style-type: none"> <li>▪ apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet</li> <li>▪ read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul> <p><b>PLEASE REFER TO THE STATUTORY WORDS BELOW</b></p> <p><u>PUPILS WILL LEARN TO READ THESE WORDS FROM THE YEARS 5 AND 6 STATUTORY WORD LIST:</u>  <i>achieve, amateur, ancient, apparent, available, bargain, category, cemetery, committee, communicate, community, competition, conscience, conscious, controversy, correspond, dictionary, environment, existence, explanation, foreign, government, guarantee, harass, hindrance, identity, individual, language, leisure, lightning, mischievous, occupy, occur, opportunity, parliament, physical, prejudice, privilege, profession, pronunciation, queue, relevant, restaurant, sacrifice, secretary, shoulder, signature, sincerely, soldier, stomach, sufficient, twelfth, variety, vehicle, yacht</i></p>	<ul style="list-style-type: none"> <li>▪ reading for different purposes (i.e. a science textbook to aid learning or an information leaflet before an educational visit)</li> <li>▪ participating in presentations and debates about a topic they have researched, maintaining focus on key issues</li> <li>▪ challenging the views of others courteously during discussions about books they have read</li> <li>▪ becoming familiar with examples of modern fiction, fiction from our literary heritage and books from other cultures</li> <li>▪ giving reasoned justifications to support their views</li> <li>▪ discussing themes such as loss or heroism across a range of writing</li> <li>▪ making comparisons within and across books</li> </ul>	<ul style="list-style-type: none"> <li>▪ exploring the meaning of words in context</li> <li>▪ justifying inferences made using evidence from the text</li> <li>▪ predicting what might happen next from details which are implied</li> <li>▪ evaluating how authors use figurative language and considering the effect this has on the reader</li> <li>▪ distinguishing between statements of fact and opinion</li> </ul> <p><u>Additional Year 6 reading assessment targets:</u></p> <ul style="list-style-type: none"> <li>▪ recognising when a word or phrase has more than one meaning</li> <li>▪ discussing viewpoints (both of authors and of fictional characters) within and across texts</li> <li>▪ using appropriate technical vocabulary to discuss what they have read (i.e. metaphor, simile, imagery, analogy, style)</li> </ul>	<ul style="list-style-type: none"> <li>▪ retrieving, recording and presenting information from non-fiction texts</li> </ul> <p><u>Additional Year 6 reading assessment targets:</u></p> <ul style="list-style-type: none"> <li>▪ retrieving relevant information from several sources or different places in a text</li> </ul>
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## WRITING

**With links to colourful semantics to teach sentence structure in the Autumn, Spring, Summer terms.**

		Spelling	Handwriting	Composition	Vocabulary, grammar and punctuation
EYFS	N	<ul style="list-style-type: none"> <li>▪ Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</li> <li>▪ Write some, or all, of their name.</li> </ul>	<ul style="list-style-type: none"> <li>▪ PD: Use a comfortable grip with good control when holding pens and pencils.</li> <li>▪ Show a preference for a dominant hand.</li> <li>▪ L: Write some letters accurately.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</li> </ul>	<p><b>COLOURFUL SEMANTICS (ALL YEAR):</b> Who? e.g. the dog</p>
	R	<ul style="list-style-type: none"> <li>▪ Spell words by identifying the sounds and then write the sound with letters.</li> <li>▪ Spell 8 red words accurately.</li> </ul>	<ul style="list-style-type: none"> <li>▪ PD: Use core muscle strength to achieve a good posture when sitting at a table.</li> <li>▪ Use pencils confidently, safely &amp; competently in a tripod grip.</li> <li>▪ Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>▪ L: form lowercase &amp; capital letters correctly.</li> <li>▪ Write recognisable letters.</li> </ul>	<ul style="list-style-type: none"> <li>▪ L: Write short sentences with words and with known sound-letter correspondences.</li> <li>▪ Write simple phrases and sentences that can be read by others.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Re-read what they have written to check that it makes sense.</li> </ul> <p><b>COLOURFUL SEMANTICS (ALL YEAR):</b> L: Write short sentences using a capital letter and a full stop. <b>COLOURFUL SEMANTICS (AUTUMN):</b> Who? What doing? e.g. the dog ate <b>COLOURFUL SEMANTICS (SUMMER):</b> Who? What doing? What? e.g. the dog ate a sausage</p>



KS1	Y1	<p><b>REVISE WORK TAUGHT IN PREVIOUS YEARS</b></p> <ul style="list-style-type: none"> <li>▪ The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck</li> <li>▪ ai, oi, ay, oy, a-e, e-e, i-e, o-e, u-e, ar, ee, ea, ea, er, er, ir, ur, oo, oo, oa, oe, ou, ow, ow, ue, ew, ie, ie, igh, or, ore, aw, au, air, ear, ear, are</li> <li>▪ Vowel digraphs and trigraphs</li> <li>▪ Division of words into syllables</li> <li>▪ -tch</li> <li>▪ The /v/ sound at the end of words</li> <li>▪ Adding s and es to words (plural of nouns and the third person singular of verbs)</li> <li>▪ Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word</li> <li>▪ Adding -er and -est to adjectives where no change is needed to the root word</li> <li>▪ Words ending -y</li> <li>▪ New consonant spellings ph and wh</li> <li>▪ Using k for the /k/ sound</li> <li>▪ Adding the prefix -un</li> <li>▪ Compound words</li> <li>▪ Common exception words</li> <li>▪ The /ŋ/ sound spelt n before k</li> </ul> <p><u>PUPILS WILL LEARN TO SPELL THE FOLLOWING COMMON EXCEPTION WORDS:</u></p> <p><i>is, a, his, once, was, he, friend, she, we, you, love, of, so, says, house, full, said, go, has, to, push, me, there, do, my, pull, our, here, some, the, they, were, one, school, by, his, no, come, ask, are, today, your, where, put, be</i></p> <p><u>Additional Year 1 writing assessment targets:</u></p> <ul style="list-style-type: none"> <li>▪ Spell most of the EYFS tricky words.</li> <li>▪ Spell words containing the 40+ phonemes already taught.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sit correctly at a table, holding a pencil comfortably and correctly.</li> <li>▪ Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</li> <li>▪ Form capital letters.</li> <li>▪ Form digits 0-9.</li> <li>▪ Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways).</li> <li>▪ Form letters correctly and confidently.</li> </ul> <p style="text-align: center;"><u>'Penpals' Units:</u></p> <ul style="list-style-type: none"> <li>▪ letter formation practice: long ladder family</li> <li>▪ letter formation practice: one-armed robot family</li> <li>▪ letter formation practice: curly caterpillar family</li> <li>▪ letter formation practice: zig zag monster family</li> <li>▪ practising vowels: i</li> <li>▪ practising vowels: u</li> <li>▪ practising vowels: a</li> <li>▪ practising vowels: o</li> <li>▪ practising vowels: e</li> <li>▪ letter formation practice: capital letters</li> <li>▪ introduce diagonal join to ascender: at, all</li> <li>▪ diagonal join to ascender: th</li> <li>▪ diagonal join to ascender: ch</li> <li>▪ diagonal join to ascender: cl</li> <li>▪ introduce diagonal join, no ascender: in, im</li> <li>▪ diagonal join, no ascender: cr, tr, dr</li> <li>▪ diagonal join, no ascender: lp, mp</li> <li>▪ introduce diagonal join to an anti-clockwise letter: id, ig</li> <li>▪ diagonal join to an anti-clockwise letter: nd, ld</li> <li>▪ diagonal join to an anti-clockwise letter: ng</li> <li>▪ diagonal join, no ascender: ee</li> <li>▪ diagonal join, no ascender: ai, ay</li> <li>▪ diagonal join, no ascender: ime, ine</li> </ul>	<ul style="list-style-type: none"> <li>▪ Write sentences by saying out loud what they are going to write about.</li> <li>▪ Write sentences by composing a sentence orally before writing it.</li> <li>▪ Write sentences by sequencing sentences to form short narratives.</li> <li>▪ Write sentences by re-reading what they have written to check that it makes sense.</li> <li>▪ Discuss what they have written with the teacher or other pupils.</li> <li>▪ Read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul> <p style="text-align: center;"><u>Additional Year 1 writing assessment targets:</u></p> <ul style="list-style-type: none"> <li>▪ Write from memory simple dictated sentences including the words taught so far.</li> <li>▪ Combine words to make simple sentences.</li> <li>▪ Write a range of compound sentences with most spelling accurate.</li> <li>▪ Use commands appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Leave spaces between words.</li> <li>▪ Join words and join clauses using 'and'.</li> <li>▪ Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</li> <li>▪ Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</li> </ul> <p><u>Learn the additional grammar for Year 1 in English Appendix 2:</u></p> <ul style="list-style-type: none"> <li>▪ Regular plural noun suffixes -s or -es</li> <li>▪ Suffixes that can be added to words -ing, -ed, -er, -est</li> <li>▪ Sequencing sentences to form narratives</li> <li>▪ Separation of words with spaces</li> <li>▪ Introduce capital letters, full stops, question marks and exclamation marks to demarcate sentences.</li> <li>▪ Capital letters for the use of pronoun I</li> <li>▪ Terminology - letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.</li> </ul> <p><u>Additional Year 1 writing assessment targets:</u></p> <ul style="list-style-type: none"> <li>▪ Use the prefix <b>un-</b> to change the meaning of verbs and adjectives.</li> <li>▪ Choose effective adjectives to describe.</li> </ul>
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	<ul style="list-style-type: none"> <li>Spell the days of the week.</li> <li>Use letter names to distinguish between alternative spellings of the same sound (e.g. ee, ea).</li> </ul>	<ul style="list-style-type: none"> <li>introduce horizontal join, no ascender: op, oy</li> <li>horizontal join, no ascender: one, ome</li> <li>horizontal join to anti-clockwise letter: oa, og</li> <li>horizontal join to anti-clockwise letter: wa, wo</li> <li>introduce horizontal join to ascender: ol, ot</li> <li>horizontal join to ascender: wh, oh</li> <li>introduce joins to anti-clockwise letters with ascenders: of, if</li> </ul>		
Y2	<p><b>REVISE WORK TAUGHT IN PREVIOUS YEARS</b></p> <ul style="list-style-type: none"> <li>The j sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y</li> <li>The /s/ sound spelt c before e, i and y</li> <li>The /n/ sound spelt kn and (less often) gn at the beginning of words</li> <li>The /w/ sound spelt wr at the beginning of words</li> <li>The /l/ or /ə/ sound spelt -le at the end of words</li> <li>The /l/ or /ə/ sound spelt -el at the end of words</li> <li>The /l/ or /ə/ sound spelt -al at the end of words</li> <li>Words ending -il</li> <li>The /aɪ/ sound spelt -y at the end of words</li> <li>Adding -es to nouns and verbs ending in -y</li> <li>Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it.</li> <li>Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it</li> <li>words of one syllable ending in a single consonant letter after a single vowel letter</li> <li>The /ɔ:/ sound spelt a before l and ll</li> </ul>	<ul style="list-style-type: none"> <li>Form lower-case letters in the correct direction, starting and finishing in the right place.</li> <li>Form lower-case letters of the correct size relative to one another.</li> <li>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</li> <li>Use spacing between words that reflects the size of the letters.</li> <li>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 un-joined.</li> <li>Revise and practise correct letter formation.</li> </ul> <p><u>'Penpals' Units:</u></p> <ul style="list-style-type: none"> <li>diagonal join to ascender: eel, eet</li> <li>diagonal join, no ascender: a_e</li> <li>diagonal join, no ascender, anti-clockwise: ice, ide</li> <li>horizontal join, no ascender: ow, ou</li> <li>horizontal join, no ascender: oy, oi</li> <li>horizontal join, no ascender, anti-clockwise: oa, ode</li> <li>horizontal join to ascender: ole, obe</li> <li>horizontal join to ascender: ook, ool</li> <li>diagonal join to r: ir, ur, er</li> <li>horizontal join to r: or, oor</li> <li>introduce horizontal join from r to ascender: url, irl, irt</li> </ul>	<ul style="list-style-type: none"> <li>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 and writing for different purposes.</li> <li>Plan or say out loud what they are going to write about.</li> <li>Write down ideas and/or key words, including new vocabulary.</li> <li>Encapsulate what they want to say, sentence by sentence.</li> <li>Evaluate their writing with the teacher and other pupils.</li> <li>Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</li> <li>Proof reading to check for errors in spelling, grammar and punctuation.</li> <li>Read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>	<p>Learn how to use –</p> <ul style="list-style-type: none"> <li>sentences with different forms: statement, question, exclamation, command.</li> <li>expanded noun phrases to describe and specify (for example, the blue butterfly). (refer to Y1 CS)</li> <li>subordination (using: when, if, that, because) and co-ordination (using or, and, but).</li> <li>some features of written Standard English.</li> </ul> <p><u>Learn the additional grammar for Year 2 in English Appendix 2:</u></p> <ul style="list-style-type: none"> <li>Ensure the correct choice and consistent use of present or past tense throughout writing.</li> <li>Use a progressive form of verbs in the present and past tense to mark actions in progress, e.g. drumming</li> <li>Use capital letters, full stops, question marks and exclamation marks to demarcate sentences.</li> <li>Use commas to separate items in a list.</li> <li>Use apostrophes to mark where letters are missing in spellings and to mark singular possession in nouns.</li> <li>Terminology - noun, noun phrase, statement, command, question, exclamation, compound, suffix, adjective, verb, adverb, tense (past and present), apostrophe, comma</li> </ul>

	<ul style="list-style-type: none"> <li>▪ <b>The /ʌ/ sound spelt o</b></li> <li>▪ <b>The /i:/ sound spelt –ey</b></li> <li>▪ <b>The /ɒ/ sound spelt a after w and qu</b></li> <li>▪ <b>The /ɜ:/ sound spelt or after w</b></li> <li>▪ <b>The /ɔ:/ sound spelt ar after w</b></li> <li>▪ <b>The /z/ sound spelt s</b></li> <li>▪ <b>The suffixes –ment, –ness, –ful , –less and ‘-ly’</b></li> <li>▪ <b>Contractions</b></li> <li>▪ <b>The possessive apostrophe (singular nouns)</b></li> <li>▪ <b>Words ending in –tion</b></li> <li>▪ <b>Homophones and near-homophones</b></li> <li>▪ <b>Common exception words</b></li> </ul> <p><u>PUPILS WILL LEARN TO SPELL THE FOLLOWING COMMON EXCEPTION WORDS:</u></p> <p><i>people, Christmas, break, find, any, many, kind, great, sugar, cold, grass, floor, every, beautiful, whole, pass, Mr, Mrs, clothes, even, everybody, wild, behind, hold, bath, last, parents, children, class, could, steak, money, should, child, both, move, sure, water, mind, father, most, pretty, gold, plant, would, past, poor, path, improve, because, climb, prove, busy, eyes, after, who, door, told, only, old, half, fast, hour, again</i></p> <p><u>Additional Year 2 writing assessment targets:</u></p> <ul style="list-style-type: none"> <li>▪ Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonically-plausible attempts at others.</li> <li>▪ Adding suffixes to spell most words correctly in their writing e.g. <b>–ment, –ness, –ful, –less, –ly</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ introduce horizontal join r: ere</li> <li>▪ joining to and from r: air</li> <li>▪ introduce diagonal join to s: dis</li> <li>▪ introduce horizontal join to s: ws</li> <li>▪ introduce diagonal join from s to ascender: sh</li> <li>▪ introduce diagonal join from s, no ascender: si, se, sp</li> <li>▪ introduce horizontal join from r, anti-clockwise: rs</li> <li>▪ diagonal join to an anti-clockwise letter: ea, ear</li> <li>▪ introduce horizontal join to and from ascender: ft, fl</li> <li>▪ introduce horizontal join from f, no ascender: fu, fr</li> <li>▪ introduce qu</li> <li>▪ introduce rr</li> <li>▪ introduce ss</li> <li>▪ introduce ff</li> </ul>		
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LKS2	Y3	<p><b>REVISE WORK TAUGHT IN PREVIOUS YEARS</b></p> <p><b>Years 3 and 4 spelling requirements:</b></p> <ul style="list-style-type: none"> <li>▪ <b>More prefixes (e.g. dis-, mis-, sub-)</b></li> <li>▪ <b>The suffix –ation (e.g. sensation, donation, population)</b></li> <li>▪ <b>Words with endings sounding like /ʒə/ or /tʃə/ (e.g. measure, adventure, mixture)</b></li> <li>▪ <b>The suffix –ous (e.g. dangerous, enormous, serious) (e.g. science, scissors, scene)</b></li> <li>▪ <b>The // sound spelt y elsewhere than at the end of words (e.g. mystery, hymn, Egypt)</b></li> <li>▪ <b>The suffix –ly (e.g. accidentally, actually, occasionally)</b></li> <li>▪ <b>Words with the /k/ sound spelt ch (Greek in origin) (e.g. chorus, ache, echo)</b></li> <li>▪ <b>Words with the //j/ sound spelt ch (mostly French in origin) (e.g. chef, machine, parachute)</b></li> <li>▪ <b>Homophones and near-homophones (e.g. groan/grown, mail/male, plain/plane)</b></li> </ul> <p><u>PUPILS WILL LEARN TO SPELL THESE WORDS FROM THE YEARS 3 AND 4 STATUTORY WORD LIST:</u></p> <p><i>address, answer, appear, arrive, breath, breathe, build, business, busy, calendar, complete, consider, continue, decide, describe, different, difficult, early, earth, exercise, extreme, February, forward, forwards, fruit, group, heard, heart, history, important, increase, interest, island, length, learn, perhaps, popular, promise, question, regular, remember, straight, strange, strength</i></p> <p><u>Additional Year 3 writing assessment targets:</u></p> <ul style="list-style-type: none"> <li>▪ Recognise which homophone to use and spell it correctly.</li> <li>▪ Spell words that are often misspelt correctly.</li> <li>▪ Start to use the first two or three letters of a word to check its spelling in a dictionary.</li> </ul>	<p>Additional handwriting requirements:</p> <ul style="list-style-type: none"> <li>▪ Develop joined handwriting.</li> <li>▪ Further develop writing speed and stamina.</li> <li>▪ Produce writing that sits on the line most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Organise non-fiction writing using devices such as headings and subheadings.</b></li> <li>▪ <b>Begin to use paragraphs to group related ideas.</b></li> <li>▪ <b>Describe the features of settings and characters using rich and varied vocabulary.</b></li> <li>▪ <b>Proof-read work to check for spelling and punctuation errors.</b></li> <li>▪ <b>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</b></li> <li>▪ <b>Discuss and record ideas.</b></li> <li>▪ <b>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</b></li> </ul> <p><u>Additional Year 3 writing assessment targets:</u></p> <ul style="list-style-type: none"> <li>▪ Sequence sentences to form short narratives or to order non-fiction narratives.</li> <li>▪ Vary sentence openers to make writing more interesting.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Use some subordinating conjunctions (when, if, because) to join clauses.</b></li> <li>▪ <b>Use the present perfect form of verbs instead of the simple past e.g. He <u>has gone</u> out to play. (refer to 21 CS)</b></li> <li>▪ <b>Express time, place and cause using conjunctions, e.g. before, after, so, while, when, adverbs e.g. then, next, soon, thereafter or prepositions e.g. before, during.</b></li> <li>▪ <b>Introduce inverted commas to punctuate direct speech.</b></li> <li>▪ <b>Use nouns or pronouns appropriately to avoid repetition.</b></li> </ul> <p><u>Learn the additional grammar for Year 3 in English Appendix 2:</u></p> <ul style="list-style-type: none"> <li>▪ Form nouns using a range of prefixes – anti- auto- super-</li> <li>▪ <b>Use the forms of a or an according to whether the next word begins with a consonant or vowel.</b></li> <li>▪ Understand word families based on common words, showing how words are related in form and meaning, e.g. <b>solve, solution, dissolve.</b></li> <li>▪ <b>Use standard English forms of verb inflections instead of local spoken words, e.g. <u>we were instead of we was</u></b></li> <li>▪ <b>Terminology – preposition, conjunction, clause, word family, prefix, subordinate clause, direct speech, consonant, consonant letter vowel, vowel, inverted commas.</b></li> </ul> <p><u>Additional Year 3 writing assessment targets:</u></p> <ul style="list-style-type: none"> <li>▪ Demarcate many sentences correctly, including with exclamation marks. (refer to Y1 &amp; Y2 CS)</li> </ul>
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<p>Y4</p>	<p><b>REVISE WORK TAUGHT IN PREVIOUS YEARS</b></p> <p>Years 3 and 4 spelling requirements:</p> <ul style="list-style-type: none"> <li>Adding suffixes beginning with vowel letters to words of more than one syllable (e.g. beginning, grabbed, gardening)</li> <li>The /ʌ/ sound spelt ou (e.g. touch, young, cousin)</li> <li>Words with the /s/ sound spelt sc (Latin in origin)</li> <li>Endings which sound like /ʒən/ (e.g. occasion, occasionally, possession)</li> <li>Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian (e.g. mention, occasion, possession)</li> <li>Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) (e.g. tongue, unique, mosque)</li> <li>Words with the /eɪ/ sound spelt ei, eigh, or ey (e.g. reign, eight, weight)</li> <li>Possessive apostrophe with plural words (e.g. girls', babies', children's)</li> </ul> <p><u>PUPILS WILL LEARN TO SPELL THESE WORDS FROM THE YEARS 3 AND 4 STATUTORY WORD LIST:</u></p> <p><i>accident, accidentally, actual, actually, although, believe, bicycle, caught, centre, century, certain, circle, disappear, eight, eighth, enough, experience, experiment, famous, favourite, grammar, guard, guide, height, imagine, knowledge, library, material, medicine, mention, minute, natural, naughty, notice, occasion, occasionally, often, opposite, ordinary, particular, peculiar, position, possess, possession, potatoes, pressure, probably, purpose, quarter, reign, sentence, separate, special, suppose, therefore, though, thought, through, various, weight, woman, women</i></p>	<ul style="list-style-type: none"> <li>Pupils should be using joined handwriting throughout their independent writing.</li> <li>Write legibly by using diagonal and horizontal strokes to join letters.</li> <li>Write so that lines are spaced sufficiently and ascenders/descenders do not touch.</li> <li>Ensure that the downstrokes of letters are parallel and equidistant.</li> </ul> <p>Additional handwriting requirements:</p> <ul style="list-style-type: none"> <li>Write with automaticity (i.e. not having to think about formation).</li> </ul>	<ul style="list-style-type: none"> <li>Organise paragraphs around a theme (e.g. a new time, place or event).</li> <li>Edit writing by changing grammar, punctuation and vocabulary for greater precision and effect.</li> <li>Assess the effectiveness of their own and others' writing and suggest improvements.</li> <li>Read aloud their writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul> <p><u>Additional Year 4 writing assessment targets:</u></p> <ul style="list-style-type: none"> <li>Use some of the features and structures of the genre (fiction, non-fiction or poetry).</li> <li>Choose vocabulary that is linked to the topic.</li> <li>Create imaginative settings by experimenting with figurative language (similes and metaphors).</li> <li>Use speech and action to describe a character.</li> <li>Follow a plan and create a draft before writing.</li> <li>Draw on their reading to inform ideas and to plan their own pieces of writing with similar themes.</li> </ul>	<ul style="list-style-type: none"> <li>Choose from a range of subordinating conjunctions to join clauses (e.g. when, if, because, although). (<i>refer to Y2 CS</i>)</li> <li>Use fronted adverbials (i.e. <i>Later that day, I heard bad news.</i>)</li> <li>Include a comma after a fronted adverbial mostly accurately.</li> <li>Use apostrophes to mark plural possession of nouns (i.e. <i>the girls' names</i>).</li> <li>Punctuate direct speech accurately with inverted commas and other sentence punctuation (e.g. a comma to separate the reporting clause).</li> </ul> <p><u>Learn the additional grammar for Year 4 in English Appendix 2:</u></p> <ul style="list-style-type: none"> <li>Understand the grammatical difference between plural and possessive.</li> <li>Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.</li> <li>Terminology - determiner, pronoun, possessive pronoun, adverbial</li> </ul> <p><u>Additional Year 4 writing assessment targets:</u></p> <ul style="list-style-type: none"> <li>Use adverbs to sequence ideas (e.g. then, after, that, soon).</li> <li>Use fronted adverbials to create links between paragraphs.</li> <li>Identify and use different types of noun (e.g. common nouns, proper nouns, plural nouns, pronouns).</li> </ul>
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UKS2	Y5	<p><b>REVISE WORK TAUGHT IN PREVIOUS YEARS</b></p> <p><u>Writing assessment targets:</u></p> <ul style="list-style-type: none"> <li>Begin to spell words with silent letters accurately.</li> <li>Continue to distinguish between homophones and other words which are confused.</li> <li>Use further suffixes (e.g. ate, ise, ify) and prefixes (e.g. dis-, de-, mis-, over, re-) and understand the guidance for adding them.</li> <li>Use dictionaries to check the spelling <i>and</i> meaning of words.</li> <li>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</li> <li>Use a thesaurus to make precise word choices.</li> </ul> <p>Years 5 and 6 spelling requirements:</p> <ul style="list-style-type: none"> <li>Endings which sound like /fəl/ (e.g. especially, official, special)</li> <li>Words ending in -able and -ible</li> <li>Words ending in -ably and -ibly (e.g. available, vegetable, horrible)</li> <li>Words with silent letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) (e.g. tomb, column, gnash)</li> <li>Homophones and other words that are often confused (e.g. guessed/guest, past/passed, who's/whose)</li> <li>Endings which sound like /fəs/ spelt -cious or -tious (e.g. conscious, delicious, suspicious)</li> <li>Words ending in -ant, -ance/-ancy, -ent, -ence, -ency (e.g. apparent, conscience, convenience, existence, hindrance, relevant, restaurant, sufficient)</li> </ul> <p><u>PUPILS WILL LEARN TO SPELL THESE WORDS FROM THE YEARS 5 AND 6 STATUTORY WORD LIST:</u></p> <p><i>accommodate, accompany, according, aggressive, appreciate, attached, average, awkward, bruise, convenience, criticise, curiosity, definite, desperate, determined, develop, disastrous, embarrass, equipment, especially, exaggerate, excellent, familiar, forty, frequently, immediately, interfere, interrupt, marvellous, muscle, necessary, neighbour, nuisance, persuade, programme, recognise, recommend, rhyme, rhythm, suggest, symbol, system, temperature, thorough, vegetable</i></p>	<ul style="list-style-type: none"> <li>Write legibly and at increasing speed by using diagonal and horizontal strokes to join letters.</li> <li>Adapt handwriting to suit different purposes (i.e. when making quick notes or to label a diagram).</li> <li>Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters.</li> <li>Choose the writing implement that is best suited for a task.</li> </ul> <p>Additional handwriting requirements:</p> <ul style="list-style-type: none"> <li>Ensure that handwriting and letter spacing is of a consistent size.</li> </ul>	<ul style="list-style-type: none"> <li>Describe settings and characters using effective language.</li> <li>Create atmosphere through description of characters and/or setting.</li> <li>Integrate dialogue to convey character and advance the action.</li> <li>Maintain the purpose of writing throughout.</li> <li>Use non-fiction devices (including bullet points) consistently.</li> <li>Follow a plan that has been based on reading and/or research.</li> <li>Summarise longer passages.</li> <li>Proof-read work to check for spelling and punctuation errors.</li> <li>Assess the effectiveness of writing through self and peer assessment.</li> <li>Propose changes to vocabulary and punctuation to enhance meaning.</li> </ul> <p><u>Additional Year 5 writing assessment targets:</u></p> <ul style="list-style-type: none"> <li>Use a wide range of clause structures, sometimes varying their position within a sentence.</li> <li>Link ideas across paragraphs using adverbials of time, place and number</li> </ul>	<ul style="list-style-type: none"> <li>Use different verb tenses accurately (e.g. was/were).</li> <li>Ensure there is subject/verb agreement.</li> </ul> <p><u>Learn the additional grammar for Year 5 in English Appendix 2:</u></p> <ul style="list-style-type: none"> <li>Convert nouns or adjectives into verbs using suffixes e.g. -ate -ise -ify</li> <li>Use relative clauses using with, who, which, where, when, whose, that or an omitted relative pronoun.</li> <li>Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, must, should, will.</li> <li>Use devices to build cohesion within a paragraph e.g. then, after that, firstly.</li> <li>Link ideas across paragraphs using adverbials of time, e.g. later, place e.g. nearby, and number e.g. secondly or tense choices e.g. he had seen her before.</li> <li>Use brackets, dashes or commas to indicate parenthesis.</li> <li>Use commas to clarify meaning or avoid ambiguity.</li> <li>Terminology – modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</li> </ul> <p><u>Additional Year 5 writing assessment targets:</u></p> <ul style="list-style-type: none"> <li>Use a colon to introduce a list.</li> <li>Include accurate indirect speech.</li> <li>Use more complex subordinating conjunctions e.g. even though.</li> </ul>
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Y6	<p><b>REVISE WORK TAUGHT IN PREVIOUS YEARS</b></p> <p><u>Writing assessment targets:</u></p> <ul style="list-style-type: none"> <li>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</li> <li>Spell correctly most words from the Yr 5/6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.</li> </ul> <p><u>Years 5 and 6 spelling requirements:</u></p> <ul style="list-style-type: none"> <li>Adding suffixes beginning with vowel letters to words ending in -fer (e.g. reference, preferring, transferred)</li> <li>Use of the hyphen (e.g. co-operate, self-addressed, mid-Atlantic)</li> <li>Words with the /i:/ sound spelt ei after c (e.g. ceiling, receipt, conceive) Please note that there are words from the statutory word list that don't follow this rule e.g. ancient</li> <li>Words containing the letter-string ough (e.g. thorough, dough, enough)</li> </ul> <p><u>PUPILS WILL LEARN TO SPELL THESE WORDS FROM THE YEARS 5 AND 6 STATUTORY WORD LIST:</u></p> <p><i>achieve, amateur, ancient, apparent, available, bargain, category, cemetery, committee, communicate, community, competition, conscience, conscious, controversy, correspond, dictionary, environment, existence, explanation, foreign, government, guarantee, harass, hindrance, identity, individual, language, leisure, lightning, mischievous, occupy, occur, opportunity, parliament, physical, prejudice, privilege, profession, pronunciation, queue, relevant, restaurant, sacrifice, secretary, shoulder, signature, sincerely, soldier, stomach, sufficient, twelfth, variety, vehicle, yacht</i></p>	<ul style="list-style-type: none"> <li>Write legibly.</li> <li>Maintain legibility in joined handwriting when writing at speed.</li> </ul> <p>Additional handwriting requirements:</p> <ul style="list-style-type: none"> <li>Use a cursive, legible, accurate handwriting style.</li> <li>Write competently at a steady dictation speed.</li> </ul>	<ul style="list-style-type: none"> <li>Select language that shows good awareness of the reader (e.g. the use of first person in a diary; direct address in instructions and persuasive writing).</li> <li>Select the appropriate form and draw independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure).</li> <li>Select vocabulary and grammatical structures to reflect what the writing requires, doing this mostly accurately.</li> <li>Use a range of devices to build cohesion within and across paragraphs.</li> <li>Describe settings, characters and atmosphere in narratives.</li> <li>Integrate dialogue in narratives to convey character and advance the action.</li> <li>Distinguish between the language of speech by writing in and choosing the appropriate register.</li> <li>Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Use verb tenses consistently and correctly throughout their writing.</li> <li>Use the perfect form of verbs to mark relationships of time and cause.</li> <li>Use expanded noun phrases to convey complicated information concisely.</li> </ul> <p><u>Learn the additional grammar for Year 6 in English Appendix 2:</u></p> <ul style="list-style-type: none"> <li>Recognise features typical of informal speech and vocabulary appropriate for formal speech and writing, e.g. find out–discover, ask for–request, go in–enter.</li> <li>Understand how words are related by meaning in terms of synonyms and antonyms (e.g. big, large, small).</li> <li>Use the passive voice to affect the presentation of information in a sentence e.g. <b>I broke the window in the greenhouse</b> versus <b>The window in the greenhouse was broken [by me].</b></li> <li>Understand the difference between structures of informal and formal speech. When writing, ensure choices are appropriate for formal writing, e.g. the use of question tags He's your friend, isn't he? or subjunctive forms such as If <u>I were</u> or <u>Were they</u>.</li> <li>Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as <b>on the other hand, in contrast</b> or <b>as a consequence</b> and ellipses.</li> <li>Use layout devices e.g. <b>headings, sub-headings, columns, bullets</b> or <b>tables</b> to structure text.</li> <li>Use a semi-colon, colon or dash to mark the boundary between independent clauses, e.g. <b>It's raining; I'm fed up.</b></li> <li>Use a colon to introduce a list and semi-colons within lists.</li> <li>Understand how hyphens can be used to avoid ambiguity e.g. <b>for man eating shark</b> versus <b>man-eating shark.</b></li> <li>Terminology - <b>subject, object, passive, active, synonym, antonym, ellipsis.</b></li> </ul>
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