

Frittenden  
CofE  
Primary School



Scheme of work: English

***Shepherding our School  
Community to Enrich  
God's World and Flourish***

## Embedding our Intent - English

The English curriculum provides an environment where children can learn to communicate efficiently, effectively and with enjoyment through spoken, printed and written English.

Children are taught to read independently using a variety of methods and schemes. They are introduced to a wide range of engaging and stimulating books in class book corners, and the school library, including classical, and modern literature from other cultures. Visits are made to our local mobile library where possible.

Children are encouraged to write for many purposes and audiences. They regularly compose stories, poems and descriptive passages; write letters, invitations and reports. The conventions of spelling, punctuation and grammar are taught systematically through their written work and specialised schemes. Written work is revised and redrafted, paying attention to meaning and clarity. Well-presented work is expected throughout the school with Key Stage 2 using a cursive style of handwriting. Publication books have been introduced so children can 'show off' the work they are most proud of. Children have opportunities within school to discuss and debate in order to become confident speakers and listeners.

We recognise the importance of a wide and varied vocabulary on academic achievement and mental health. Children are exposed to a broad vocabulary and are given the knowledge and opportunities to practise and apply it.

Our Christian values of compassion, joy and respect underpin all aspects of our teaching and learning. The high aspirations and expectations the teaching team have for the children ensure that no child is given a learning limit or ceiling and that every child is given the opportunity to shine and excel. Every effort and opportunity for praise should be celebrated. The school values are integrated into every English lesson as follows:

**Respect:** Responses from other children and adults are encouraged and never ignored. All offers of input are celebrated and encouraged through talk partners.

**Joy:** Teachers and support staff encourage and model a pleasure for reading and writing, engaging children in lessons so that they enjoy and have a love for English.

**Compassion:** Children show respect to their teachers and peers. They work in groups to tackle problems and apply knowledge.

# ENGLISH: CORE TEXTS

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Starting School by Janet and Alan Alberg  The Rainbow Fish by Marcus Pfister	Ruby's Worry by Tom Percival	Stories from around the world EG Pattan's Pumpkin by Chitra Soundar	Someone Swallowed Stanley by Sarah Roberts	Yucky Worms by Vivian French and Jessica Ahlberg	Titch by Pat Hutchins
Dahl A	The Jolly Postman by Janet and Allan Ahlberg	Poems to Perform by Julia Donaldson	The Emperor's Egg by Martin Jenkins	A Winter Sleep by Alex Morss, Cinyee Chiu, and Sean Taylor	Anna Hibiscus by Antinuke	Zeraffa Giraffa by Dianne Hofmeyr
Dahl B	Claude in the Country by Alex T Smith	Toby and the Great Fire of London by Margaret Nash and Jane Cope	Claude in the City by Alex T Smith	Look Up! By Nathan Bryon and Dapo Adeola	10 Things I can do to save my planet By Melanie Walsh	The snail and the whale by Julia Donaldson
Wells A	Amazing tales of the world's greatest adventurers  Poetry: Midnight feast. Tasty Poems	UG  Stone Age Boy  The Boy with the bronze axe	Pugs of the Frozen North  The Ice Bear/ Ice Palace	Varjax Paw  Gangster School	All the Wild Wonders / The Lost World (poetry)  The rhythm of the Rain	Jeremy Button
Wells B	Pebble in my pocket  Escape Pompeii	What the Roman's did for us  Tiger Tiger  Empire's End: A Roman Legacy	Tales of Wisdom and Wonder	Poetry : My life as a gold fish.  Play scripts : Easter	The Mouse Hole Cat  Oliver and the Seawigs	Pharoah's fate The Secret's of the Sun King  Tales of Gods and Pharoahs
Shakespeare	Cosmic by Frank CB PoR	Twitch by MG Leonard PoR	On the Origin of Species by Sabrina R PoR	The Viewer by Gary Crew PoR	The Dam by David Almond PoR	Falling out of the Sky – Poems of Myth – PoR Greeks Myths by Marcia W
Shakespeare B	The Wolves of Curranpaw by Will Grill PoR	Loki by Louie Stowell PoR	The Bird within me PoR	Street Child by Berlie Doherty PoR Or Tom's Midnight Garden (graphic Novel) by Philippa Pearce PoR	When the sky falls by Phil Earle PoR	Heroes – incredible true stories of courageous animals by David Long

## End points which show progression of knowledge, understanding and skills in reading.

Reception Children Learn to:						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Decode/word reading:</b> Phonics tricky words alphabet use of dictionary	Join in oral blending games with one to two-syllable words (all sounds)  Identify the following initial and final Phase 2 sounds in words: s, a, t, p, i, n, d, g, o, c, k, ck, e, u, r, h, b.  Orally blend CVC/CVCC words with the above phase 2  Develop grapheme-phoneme correspondence for Phase 2 above follow teacher-led CVC/CVCC sounding out and blending using the above phase 2.  With some hesitation, recognise and read HFWs; a, as, at, in it is I an, and, Dad, am, to, into, go, the, no, can, got, on, get, not, cat, dog, up, mum, put, has, had, him, his, oh, big	Identify the following initial and final Phase 2 and initial phase 3 sounds in words: f, l, ff, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, long oo, ar  Orally blend CVC/CVCC words with all phase 2 and some phase 3  Develop grapheme-phoneme correspondence for all Phase 2 and initial Phase 3.  Follow teacher led CCVC/CCVCC sounding out and blending using all Phase 2 with increasing confidence.  Begin reading expanded noun phrases, and short simple sentences in the present simple tense.  Recognise and read HFWs; he, she, me, we, be, of, if, off, you, my, they, for, going, was, will, all, went, from, help, too, her, with, are, yes, then, them, this, that, said.	Identify Phase 3 sounds in words, ai, ee, short oo, or, ow, ur  Orally blend one to two syllable words with Phase 2 and 3.  Develop grapheme-phoneme correspondence for all phase 2 and most phase 3 including capital letters.  Begin sounding out and blending one to two-syllable words using phase 2 and 3.  Read expanded noun phrases and short, simple sentences in present simple tense with increasing independence.  Begin to read longer sentences in present simple tense including decodable prepositions of place by sight.  Recognise HFWs; look, see, it's, now, going, do, just, so, down, have with less hesitation	Identify Phase 3 sounds in words – igh, air, oi, oa, er, ear, ure, long oo, ar, ur.  Refine grapheme-phoneme correspondence for all phase 2 and 3 including capital letters.  Sound and blend one -two syllable words using phase 2 and 3 more independently.  With increasing independence, read longer simple sentences in the present simple tense including decodable prepositions of place by sight.  Orally blend one to two syllable words with Phases 2 and 3 including multiple digraphs, suffixes -ing, s, es,  Begin to read one to two syllable words with Phases 2 and 3 including multiple digraphs, suffixes -ing, s, es,  Recognise HFWs; come, like, some, when, were, little, one, what, by, day, away, play children	Read signs and labels in the environment  With increasing independence, read one to two syllable words with multiple digraphs, compound words, suffixes ing, es, s  Orally blend CVCC, CCVC, CCVCC, CCCVC with increasing independence  Begin to sound out and blend to read CVCC, CCVC, CCVCC, CCCVC with increasing independence.  Read and recognise HFW; your, time, here, saw, out, house, about	Read reception words.  With increasing independence, sound out and blend and blend to read CVCC, CCVC, CCVCC, CCCVC, CCCVC  Begin to sound out and blend to read CVCC, CCVC, CCVCC, CCCVC with increasing independence.  With less hesitation read and recognize HFW; made, make, came, I'm, very, old, called, asked, looked, their, our, Mr, Mrs, don't, people, could.
<b>Comprehend, locate and retrieve</b> Vocabulary, Characters, Settings, Events, Information, Justify using texts	From books read to them, recall key features of fiction texts and facts from non-fiction.  Upon instruction, identify key features of fiction and non-fiction texts using images and begin doing so in sequence.	Develop visual literacy by using images (both given and by finding the correct page) to locate and justify answers to wh-questions. EG What did Little Red Riding Hood take to her Grandma's?	With guidance, dramatize fiction texts as the story is read aloud.  Represent key features of fiction texts and facts from non-fiction texts using a range of media.	In role-play, take on characters from stories read to them and begin to use recently introduced vocabulary from the texts.  Identify similarities and differences between two images.  Point to and/or find read aloud words and phrases recently learnt from texts.	Retell stories with support, such as visual prompts	Retell stories using own words and including recently introduced vocabulary.
<b>Inferential Understanding</b> Prediction, Sequencing events, Summary nuanced vocabulary	Use images in texts as clues to guide and support understanding  Identify feelings of characters referring to the Zones of Regulation	Sequence a set of images to create a story map from a recently introduced text.  Using images and/or text read aloud, make simple predictions from a given choice of options.	Identify feelings and attributes of characters and begin showing more understanding by giving a reason and linking to personal experiences	Using images and/or text read aloud but without a choice of options given, make predictions using full sentences orally.	Identify mood	Using images and/or text read aloud, make predictions orally using full sentences including a reason.  Begin to suggest meaning of new vocabulary by using context instead of a choice of definitions.
<b>Respond to text</b>	Focus and enjoy	Identify a	Choose to look at	Begin to have	Identify favourite	Begin asking

Evaluation Response to author Authorial effect and intent Effect of vocabulary	stories being read to them showing pleasure non-verbally EG; facial expressions, laughing	favourite text from a given list of choice.  Begin to read a familiar text aloud to themselves flicking through pages while using some of the words they have heard.	books more frequently.  React using exclamative to texts read aloud  Begin to identify own feelings in relation to text read aloud	favourite texts which they ask for more frequently  Begin to empathise with characters and offer compassionate ideas	characters/ settings/ events from stories and orally given a simple reason why.	questions in response to characters and events in fiction texts and facts in non-fiction texts.  Begin offering more detailed explanations to justify favourites.
<b>Fluency and Phrasing;</b> Reading at 90% accuracy without overt segmenting and blending automaticity Phrasing to appropriate meaning	Recognise and read own name  Follow teacher-led CVC/CVCC sounding out and blending and begin sounding out and blending using the above Phase 2.  With some hesitation, recognise and read HFWs; a, as, at, in it is I an, and, Dad, am, to, into, go, the, no, can, got, on, get, not, cat, dog, up, mum, put, has, had, him, his, oh, big	Join in with a refrain during group recitation  Follow teacher led CCVC/CCVCC sounding out and blending and sound out and blend using all phase 2 with increasing independence.  Begin reading expanded noun phrases, and short simple sentences in the present simple tense.  Recognise and read HFWs; he, she, me, we, be, of, if, off, you, my, they, for, going, was, will, all, went, from, help, too, her, with, are, yes, then, them, this, that, said.	Recite rhymes and include actions  Begin sounding out and blending one to two-syllable words using phase 2 and 3.  Read expanded noun phrases and short, simple sentences in present simple tense with increasing independence.  Begin to read longer sentences in present simple tense including decodable prepositions of place by sight.  Recognise HFWs; look, see, it's, now, going, do, just, so, down, have with less hesitation	Recite many nursery rhymes and songs with actions  Begin to show understanding and emotion through tone.  Sound and blend one-two syllable words using phase 2 and 3 more independently.  With increasing independence, read longer simple sentences in the present simple tense including decodable prepositions of place by sight.  Orally blend one to two syllable words with Phases 2 and 3 including multiple digraphs, suffixes -ing, s, es.  Begin to read one to two syllable words with Phases 2 and 3 including multiple digraphs, suffixes -ing, s, es.  Recognise HFWs; come, like, some, when, were, little, one, what, by, day, away, play children	Read familiar labels and words in the environment  Sing the alphabet with support  With increasing independence, read one to two syllable words with multiple digraphs, compound words, suffixes ing, es, s  Begin to sound out and blend to read CVCC, CCVC, CCVCC, CCCVC with increasing independence.  Read and recognise HFW; your, time, here, saw, out, house, about	25 wpm approximately.  With increasing independence, sound out and blend and blend to read CVCC, CCVC, CCVCC, CCCVC, CCCVCC  Begin to sound out and blend to read CVCC, CCVC, CCVCC, CCCVC with increasing independence.  With less hesitation read and recognise HFW; made, make, came, I'm, very, old, called, asked, looked, their, our, Mr, Mrs, don't, people, could.

Dahl Class Children Learn to:						
Decode/word reading: Phonics tricky words alphabet use of dictionary	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Children continue to apply their learnt phonics knowledge to shorter words- children are also applying this to read longer words Eg; words with more than one digraph  Children are able to read some of the tricky words from Phase 2,3, and 4 lists with support  Read all common graphemes and read unfamiliar words containing these graphemes	Children continue to apply their learnt phonics knowledge to shorter words- children are also applying this to read longer words including those which have more than one syllable and compound words with increasing confidence.  Focus especially on recognising alternative sounds for graphemes, including words of two syllables which contain those graphemes;  Read many CEW	Children are developing their recognition of alternative sounds for graphemes (Phase 5) and are beginning to apply these to word reading.  Children are able to read many of the HFW and CEW with some support.  Read most words without overt sounding and blending when those words have been frequently encountered	Children are developing their recognition of alternative sounds for graphemes (Phase 5) and are beginning to apply these to reading longer words.  Children are able to read some of the phase 5 tricky and HFWs with support  Read words containing common suffixes  Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	Children are applying their knowledge of learnt sounds including alternative sounds for graphemes and are applying these to reading words- including those which are unfamiliar  Children are able to read many of the tricky words and HFW from the phase 5 list with support.  Continue to apply phonics knowledge as the route to decode words until automatic decoding has become embedded and reading is accurate and	Children read aloud books closely matched to their improving phonic knowledge; texts include more sophisticated and challenging vocabulary  Read aloud books closely matched to their improving phonic knowledge  Re-read these books to build up their fluency and confidence in word reading; text include more sophisticated and challenging vocabulary.

					fluent.	
<b>Comprehend, locate and retrieve</b> Vocabulary, Characters, Settings, Events, Information, Justify using texts	<p>Children will retrieve and recall small pieces of information from a text when answering questions such as characters, setting and events.</p> <p>Children begin to use the book to help them find answers by going back to a page with prompts.</p> <p>Children will begin to use pictures to help them understand and infer the meaning of unfamiliar vocabulary.</p> <p>Children will begin to retell the story by flicking back through the book and looking at the pictures.</p> <p>Children will be able to join in with repeated words when reciting poems or stories</p> <p>Begin to scan for key words in the text order to locate answers; read (and recite) a repertoire of poems including classical poetry.</p>	<p>Children will retrieve and recall an increasing amount of information from the text.</p> <p>Children will use the book to help them find answers to questions with less prompts.</p> <p>Children will infer meanings of unfamiliar vocabulary from pictures with less frequent prompts.</p> <p>Children will be able to recall what happens next when given an event from the text.</p> <p>Children will start to identify if the text makes sense as they read it. For example they may not sound a word out correctly and may say 'that doesn't make sense'</p> <p>Children will be able to join in with repeated phrases when reading poems or stories.</p> <p>Navigate different paragraphs of information texts, locating the most suitable paragraph eg; by reading subheadings or using other visual information in order to retrieve solutions.</p>	<p>Children will retrieve and recall information from the text including new vocabulary with some prompts.</p> <p>Children will use the book as a reference for finding answers to questions but will rely on the tasks</p> <p>Children will infer meanings of unfamiliar vocabulary from pictures with less frequent prompts.</p> <p>Children will be able to recall what happens next when given an event from the text.</p> <p>Children will begin to correct miscues they make when prompted.</p> <p>Children will be able to recall parts of poems of stories with support.</p> <p>Check the text makes sense as they read; Begin to analyse the wording of a question in order to choose what to look for</p>	<p>Children will retrieve and recall information from the text including new vocabulary with some prompts.</p> <p>Children will use the book as a reference for finding answers to question word does not match the text word.</p> <p>Children will retell events from the story with growing confidence.</p> <p>Children will be taught how to locate information in the text using different strategies when supported by an adult.</p> <p>Children will use clues from the text to solve problems and help them understand that text when prompted.</p> <p>Children will continue to develop their correction of miscues when reading and check the texts makes sense.</p> <p>Sometimes can find answers where the question word does not match the text word/</p>	<p>Children will confidently retrieve and recall information from the text.</p> <p>Children will use language from the book to help them identify the order of events when prompted.</p> <p>Children will recall parts of the text in order with prompts.</p> <p>Children will begin to locate information in the text using different strategies when supported by an adult.</p> <p>Children will use clues from the text to solve problems and help them understand the text with growing confidence.</p> <p>Children will be able to read and recite poems when prompted by pictures of clues.</p> <p>Children will correct miscues when reading and check that the texts makes sense.</p> <p>Locate and discuss favourite words and phrases; discussing the sequence of events in books and how items of information are related</p>	<p>Children begin to scan for key words in the text to locate answers; begin to analyse the wording of a question in order to choose what to look for.</p> <p>Sometimes can find answers where the question word does not match the text word.</p> <p>They learn to navigate different paragraphs of information texts, locating the most suitable paragraph. EG by reading subheadings, other visual information in order to retrieve solutions</p> <p>Recognise simple recurring literal language; locate and discuss favourite words and phrases.</p> <p>Read and (recite) a repertoire of poems including classical poetry; draw on vocabulary-knowledge to understand texts and solve problems; check the texts make sense as they read.</p> <p>Draw on vocabulary-knowledge to understand texts and solve problems.</p>
<b>Inferential Understanding</b> Prediction, Sequencing events, Summary nuanced vocabulary	<p>Children will be able to infer how a character is feeling using pictures and simple vocabulary</p> <p>Children will begin to retell the story by flicking back through the book and looking at the pictures.</p> <p>Make some inferences, answering 'how' and 'why' questions which may reach beyond the text.</p>	<p>Children will begin to infer why a character is feeling a certain way using clues from the text and support from an adult.</p> <p>Children will be able to recall what happens next when given an event from the text.</p> <p>Children will make simple predictions in group discussions when guided by peers and adults.</p> <p>Guess feelings of characters and the reasons for these feelings, particularly when based on the child's personal experiences.</p> <p>Predict what mgt happen next, on the basis of what has been read so far.</p>	<p>Children will make suggestions as to why an event may have happened but these may not always link to the text.</p> <p>Children will be able to recall what happens next and elaborate when asked.</p> <p>Children will make predictions about what may happen next with growing independence.</p> <p>Explain their understanding of what is read to them, beyond that which is explicitly stated</p> <p>Eg make a sequence of events, or explain a moral or message.</p>	<p>Children will make inferences about events and causes of events using more focused links from parts of the text.</p> <p>Children will retell events from the story with growing confidence.</p> <p>Children will begin to offer reasons for their predictions by making links with what has been read.</p> <p>In support of inference skills, children discuss and clarify the meanings of words, linking new meanings to known vocabulary provided by the teacher.</p>	<p>Children will use personal experiences to guide their inferences.</p> <p>Children will recall parts of the text in order with some prompts.</p> <p>Children will link personal experiences to what is read and they will also use to inform their predictions.</p> <p>Learn about cause and effect. EG what has prompted a character's behaviour.</p>	<p>Make some inferences, answering 'how' and 'why' questions which may reach beyond the text; guess feelings of characters and the reasons for these feelings, particularly when based on the child's personal experiences.</p> <p>Predict what might happen next, on the basis of what has been read so far.</p> <p>Explain their understanding of what is read to them, beyond that which is explicitly stated.</p> <p>Learn about cause and effect. EG what has prompted a character's behaviour.</p> <p>In support of inference skills,</p>

						children discuss and clarify meanings of words, linking new meanings to know vocabulary provided by the teacher.
<b>Respond to text</b> Evaluation Response to author Authorial effect and intent Effect of vocabulary	<p>When taking part in group discussions, children will recall names of characters.</p> <p>Children will be able to recall what happens next in a story.</p> <p>Develop their pleasure in reading by listening to, discussing and expressing views about a wide range of texts, including contemporary and classic poetry, stories and non-fiction at a level beyond their independent reading ability.</p> <p>Recognise simple recurring literary language eg; once; long ago; far, far away;</p>	<p>When taking part in group discussions, children will talk about a part they liked. This may not always be an event and will need guidance to lead to this.</p> <p>Children will be able to sequence a few events from a story.</p> <p>Children will begin to offer suggestions to why authors have made different choices for example with their choice of text size etc.</p> <p>Participate in discussion about texts that are read to them and those they read for themselves, taking turns and listening to others.</p> <p>Discuss the sequence of events in stories.</p>	<p>When taking part in group discussions, children will talk about a part they liked. They will begin to offer reasons when supported by an adult.</p> <p>Children will be able to sequence [arts from a short story and retell these orally with some guidance.</p> <p>Retell these events orally, once the story has become familiar.</p>	<p>When taking part in group discussions, children will talk about a part they liked and offer reasons for why they liked this part.</p> <p>Children will be able to discuss the sequence of events and retell these orally in their own words- sometimes using text they have heard in their retelling.</p> <p>Children will begin to offer suggestions to why authors have made different choices for example with repetition of text or use of punctuation and the way text is displayed.</p> <p>Clarify the meaning of words, linking new meanings to known vocabulary.</p>	<p>In discussions, children will begin to offer reasons for their evaluations of the text and may begin to make links to other texts. Children may begin to make links to other texts they have read when guided by an adult.</p> <p>Children will be able to retell stories orally when using picture prompts to guide them. They will discuss the sequence of events.</p> <p>Discuss favourite words/phrases</p>	<p>Develop their pleasure in reading by listening to, discussing and expressing views about a wide range of texts, including contemporary and classic poetry, stories and non-fiction at a level beyond their independent reading ability.</p> <p>Participate in discussion about texts that are read to them and those they read for themselves, taking turns and listening to others.</p> <p>Discuss the sequence of events in stories; retell these events orally, once the story has become familiar.</p> <p>Talk about how different items of information in non-fiction texts are related.</p> <p>Recognise simple recurring literary language eg; once; long ago; far, far away;</p> <p>Clarify the meaning of words, linking new meanings to known vocabulary.</p> <p>Discuss favourite words/phrases.</p> <p>Talk about how different items of information in non-fiction texts are related</p>
<b>Fluency and Phrasing;</b> Reading at 90% accuracy without overt segmenting and blending automatically Phrasing to appropriate meaning	<p>Children will segment and blend simple CVC, CVCC etc words by sounding out each sound. Children will be prompted when blending words that contain digraphs.</p> <p>Children will begin to repeat simple words that have been repeated when prompted.</p> <p>Children are able to read some of the tricky words from phase 2, 3 and 4 lists with support.</p> <p>Recite familiar poems by heart.</p>	<p>Children continue to apply their learnt phonics knowledge to shorter words- children are also applying this to read longer words including those which have more than one syllable and compound words with increasing confidence.</p> <p>Children are able to read some of the tricky words from phase 2, 3 and 4 lists with growing confidence and independence.</p> <p>Children will start</p>	<p>Children are developing their recognition of alternative sounds for graphemes and are beginning to apply these to word reading.</p> <p>Children are able to read many of the tricky words with support.</p> <p>Children will begin to correct miscues they make when prompted.</p> <p>Read most words quickly and accurately when they have been frequently encountered, without overt sounding out and</p>	<p>Children are developing their recognition of alternative sounds for graphemes and are applying this to reading longer words.</p> <p>Children are able to read some trickt words from phase 5 lists with support.</p> <p>Children will begin to use expression when reading.</p> <p>Children will be able to read words that have been repeated in a text by sight or with some segmenting.</p> <p>Children will</p>	<p>Children are applying their knowledge of learnt sounds including alternative sounds for graphemes and are applying these to reading words- including those which are unfamiliar.</p> <p>Children are able to read many of the tricky words and HFW from the phase 5 list with support.</p> <p>Children's expression when reading will need less guidance.</p> <p>Children will become less reliant on</p>	<p>90 wpm reading speed. Pace of reading is only one indicator of reading fluency.</p> <p>Children learn to; continue to apply phonemic knowledge and skills until automatic decoding has become embedded and reading is fluent. Read unfamiliar words containing all common graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to word reading</p>

	<p>Read may Y2 CEW automatically by sight</p>	<p>to identify if the text makes sense as they read it. For example they may not sound a word out correctly and may say 'that doesn't make sense'</p> <p>Read unfamiliar words containing all common graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to word reading knowledge.</p>	<p>blending.</p>	<p>continue to develop their correction of miscues when reading and check that text makes sense.</p> <p>Check that the text makes sense to them as they read, correct inaccurate reading. Use expression appropriately to support the meaning of sentences, including those which use subordination.</p>	<p>segmenting and blending and will notice words by sight and increase their fluency.</p> <p>Children will correct miscues when reading and check that the text makes sense.</p> <p>Continue to apply phonics knowledge and skills until automatic decoding has become embedded and reading is fluent.</p>	<p>knowledge.</p> <p>Recite familiar poems by heart;</p> <p>Read many Y1 CEW automatically by sight.</p> <p>Read most accurate words quickly and accurately when they have been frequently encountered, without overt sounding out and blending.</p> <p>Check that texts makes sense to them as they read and correct inaccurate reading.</p> <p>Use expression appropriately to support the meaning of sentences, the meaning of sentences, including those which use subordination.</p> <p>90 wpm reading speed. Pace of reading is only one indicator of reading fluency.</p>
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Wells Class Children Learn to:						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Decode/word reading:</b> Phonics tricky words alphabet use of dictionary	<p>Independently apply phonics knowledge as the route to decode words until automatic decoding has become embedded and reading is accurate and fluent.</p> <p>Children can decode most new words outside their spoken vocabulary, making a good approximation of the word's pronunciation.</p>	<p>Independently read aloud books closely matched to their improving phonics knowledge .</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p> <p>In word reading, texts include more sophisticated and challenging vocabulary.</p> <p>As for Y3, children apply their growing knowledge of morphology, to read aloud.</p>	<p>With support, apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.</p> <p>As decoding becomes more secure, children should become independent readers.</p>	<p>Confidently apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.</p> <p>As for Y3, children apply their growing knowledge of morphology, to understand the meaning of new words they meet.</p>	<p>Read further exception words (some from Y3-4 list), noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>As decoding becomes more secure, children should become independent, fluent readers.</p> <p>They read a wide range of exception words,</p>	<p>They should be able to decode most new words outside their spoken vocabulary, making a good approximation of the word's pronunciation.</p> <p>As decoding becomes more secure, children should become independent, fluent and enthusiastic readers</p>
<b>Comprehend, locate and retrieve</b> Vocabulary, Characters, Settings, Events, Information, Justify using texts	<p>Independently, locate and discuss favourite words and phrases, discussing the sequence of events I books and how items of information are related.</p> <p>With growing confidence they talk about what</p>	<p>Consistently draw on vocabulary-knowledge to understand texts and solve problems.</p> <p>Children develop their reading retrieval skills to retrieve key words.</p> <p>Children can skim a whole text first</p>	<p>Children are becoming more familiar with retrieving facts and information where question words and text language vary. (ie Where the literal answer is 'hidden' in the vocabulary used)</p> <p>Children develop their reading</p>	<p>Children encouraged to scan for alternative synonyms pr phrases.</p> <p>Children develop their reading retrieval skills and work with texts of increasing length, to retrieve information across the whole text as</p>	<p>They can check the accuracy of what they are retrieving by reading around the words or phrases they find.</p> <p>Locate and discuss words and phrases they find interesting.</p> <p>Children can scan the paragraph or</p>	<p>Children can confidently ask questions which improve their own understanding.</p> <p>Children develop their reading retrieval skills to retrieve information across the whole text as well as at a local level.</p>



	words mean in context.	to select which paragraph or section of text an answer may be located in.	retrieval skills, working across a wider range of text types with growing familiarity.	well as at a local level.	section to retrieve the information they need, using the text to support their answer where necessary.	
<b>Inferential Understanding</b> Prediction, Sequencing events, Summary nuanced vocabulary	In support of inference skills, children independently discuss and clarify the meanings of words, linking new meanings to known vocabulary provided by the teacher.  With growing confidence they talk about what words mean in context	Children learn about and confidently discuss cause and effect EG what might have prompted a character's behaviour.  With growing confidence, gathering experience from texts, children learn to draw inferences such as inferring characters' feeling, thoughts and motives for their actions.	With support, identify themes across the text.  Draw inferences such as characters' feelings, thought and motives for their actions.  In support of inference skills, children use dictionaries with growing independence, to define new vocabulary.  They discuss and explain words and phrases to explore meanings in context.	Children begin to justify their inferences by locating textual evidence.  With growing confidence, gathering experience from texts, children learn to identify themes across the text;  Justify their inferences with textual evidence.	Predict what might happen from implied details or from other stories they know.  In support of inference skill, children use dictionaries to check meanings of new vocabulary.  With support they talk about what words mean in context.  With growing confidence, gathering experience from texts, children learn to predict what might happen from implied details.	In support of inferences skills, children use dictionaries to check meanings of new vocabulary.  With support they talk about what words mean in context.  With growing confidence, gathering experience from texts, children learn to justify their inferences with textual evidence, as a familiar exercise.
<b>Respond to text</b> Evaluation Response to author Authorial effect and intent Effect of vocabulary	Children independently and confidently discuss favourite words/phrases.  Children begin to identify how language, structure and presentation contribute to meaning.  May express preferences for text type.	Children consistently make links, talk about how different items of information in non-fiction texts are related.  With growing confidence, and gathering experience from a wider range of texts, children build positive attitudes to reading.  By listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference/text books.	Children 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. Text books.  With growing confidence, and gathering experience from a wider range of texts, children identify how language, paragraph structure and layout contribute to meaning.	Children participate in discussions about texts, sometime listening to others.  Increase their familiarity with texts including fairy stories, myths and legends.  They listen to others.  Develop their familiarity with texts including myths and legends; retell some of these orally.	Confidently retell stories orally.  Discuss words and phrases which capture their interest.  With growing confidence, and gathering experience from a wider range of texts, children with increasing awareness of authorial choice, discuss words and phrases which capture their interests.	Children begin to identify how language, structure and presentation contribute to meaning.  May express preferences for text type.  With growing confidence, and gathering experience from a wider range of texts, children build positive attitudes to reading, by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference/text books.
<b>Fluency and Phrasing;</b> Reading at 90% accuracy without overt segmenting and blending automaticity Phrasing to appropriate meaning	Confidently apply phonemic knowledge and skills until automatic decoding has become embedded and reading is fluent.  Children read new words outside their spoken vocabulary, making a good guess at pronunciation. When reading aloud, speak audibly and with growing fluency; Read on sight all y2 CEW and some further exceptions words for y3-4. Children gradually internalize the reading process to read silently.	100 wpm -reading speeds are approximate guides to average pace of reading is only one indicator of fluency.  100 wpm -reading speeds are approximate guides to average pace of reading is only one indicator of fluency.  With some support, children learn to; read words speedily by working out the pronunciation of unfamiliar printed words (decoding) and recognizing familiar words;  As a class, they can recite whole class poems with	110 wpm - reading speeds are approximate guides to average pace of reading is only one indicator of fluency.  With support, they notice where commas create phrasing within sentences. Children read with expression, using the punctuation to support meaning, including multclause sentences.	Children can recite some poems (or songs) by heart, in groups and sometimes alone, building confidence and fluency.  120 wpm reading speeds are approximate guides to average pace of reading is only one indicator of fluency.  They can recite whole class poems with growing awareness of the listener,	Children read age- appropriate books accurately and at a speed that is sufficient for them to focus on understanding, rather than on decoding individual words.  130 wpm -reading speeds are approximate guides to average pace of reading is only one indicator of fluency.  They sight read a wide range of exception words.	Children read new words outside their spoken vocabulary, making a good guess at pronunciations. When reading aloud, children speak audibly and with growing fluency. They read on sight all Y2 CEW and some further words from the y3-4 list. They gradually internalize the reading process to read silently.  140wpm -reading speeds are approximate guides to average pace of reading is only one indicator of fluency.

		growing awareness of the listener.				As decoding becomes more secure, they become fluent and enthusiastic readers.
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Shakespeare Class: Children Learn to:						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Decode/word reading:</b> Phonics tricky words alphabet use of dictionary	<p>Direct teaching of word reading skills is required for most children.</p> <p>They might work out some unfamiliar words by applying their growing knowledge of root prefixes and suffixes (morphology and etymology)</p> <p>They might read some of the exception words (y5-6 lists and similar)</p> <p>Attention is paid to new vocabulary and focusing on correct pronunciation.</p> <p>As for y5, children apply their growing knowledge of root prefixes and suffixes (morphology and etymology)</p>	<p>They should work out some unfamiliar words by applying their growing knowledge of root prefixes and suffixes (morphology and etymology)</p> <p>Children attempt tricky words they read and discuss the meaning of new words that they meet.</p>	<p>Direct teaching of word reading skills is required for some children.</p> <p>They should read some of the exception words (y5-6 lists and similar)</p> <p>Attention is paid to new vocabulary and its meaning</p> <p>Children read a wide range of exception words, including the y5-6 list.</p>	<p>They work out some unfamiliar words by applying their growing knowledge of root prefixes and suffixes (morphology and etymology)</p> <p>They should read some of the exception words</p> <p>Children read words similar to the y5-6 list words which occur in the texts they read.</p>	<p>They work out any unfamiliar words by applying their growing knowledge of root prefixes and suffixes (morphology and etymology)</p> <p>They should be able to find words with a similar meaning to new vocabulary discussed.</p> <p>Children have a growing independence on the use of a dictionary.</p>	<p>No direct teaching or word reading skills is required for most children.</p> <p>Children are able to apply taught skills to unfamiliar words and draw upon strategies to decode new vocabulary</p>
<b>Comprehend, locate and retrieve</b> Vocabulary, Characters, Settings, Events, Information, Justify using texts	<p>Children may discuss their understanding of words in context.</p> <p>They are learning to understand and discuss the author or poet's viewpoint.</p> <p>During text discussions, children can maintain focus on the subject, using notes when necessary.</p>	<p>Children can explore the meaning of words in context.</p> <p>They are learning to locate the author or poet's viewpoint.</p> <p>Children will be able to independently locate information and provide reasoned justifications for their views.</p>	<p>Children are beginning to retrieve key details and begin to find quotations from a whole text.</p> <p>They are learning to locate the author or poet's viewpoint where it is explicitly stated.</p> <p>Children can find and retrieve accurate quotations from a whole text.</p> <p>Retrieve and summarise details to support opinions and predictions</p>	<p>Children can discuss their understanding of words in context and begin to ask questions which develop their understanding.</p> <p>They are learning to locate the author or poet's viewpoint, when it can be retrieved through using similar words and phrases.</p> <p>Apply a range of techniques including skimming, scanning and text-marking to retrieve information quickly.</p>	<p>Children can retrieve key details and find quotations from a whole text.</p> <p>Children are beginning to understand some challenging vocabulary and its meaning within context, sometimes supported by using a dictionary or thesaurus.</p> <p>Find evidence that supports viewpoint.</p>	<p>Children can ask questions which develop their understanding.</p> <p>Children understand some challenging vocabulary and its meaning within context.</p> <p>Support answers to questions which require analysis EG mood/ setting/characters and to support own viewpoint.</p>
<b>Inferential Understanding</b> Prediction, Sequencing Events, Summary nuanced vocabulary	<p>Children learn to draw inferences with support.</p> <p>Identify and discuss themes across a wide range of fiction texts.</p> <p>With support, children summarise main ideas.</p> <p>Discuss as a class the precise meaning of words and phrases in context.</p> <p>With confidence, fluency and</p>	<p>They begin to make predictions from implied details, before events.</p> <p>Identify and discuss themes across a wide range texts, both fiction and poetry.</p> <p>Recall and sequence events from a narrative/text.</p>	<p>Children learn to draw inferences with support, sometimes justify with textual evidence.</p> <p>Children summarise main ideas and begin to make comparisons within and across texts, referring to both reference points</p> <p>Discuss the precise meaning of words and phrases in context.</p>	<p>They make predictions from implied details before event.</p> <p>Identify and discuss themes across a wide range of texts, both fiction, non-narrative and poetry.</p> <p>Make reasoned predictions from implied details.</p>	<p>They begin to make predictions from implied details, both before and after events.</p> <p>Children summarise main ideas and make comparisons within and across texts, referring to both reference points.</p> <p>Identify and discuss themes across a wide range of texts.</p> <p>Summarise main ideas across</p>	<p>Children learn to draw inferences independently, often justifying with textual evidence.</p> <p>They make predictions from implied details, both before and after events.</p> <p>Discuss and explore the precise meaning of words and phrases in context.</p> <p>Make comparisons within and across</p>

	independence, children draw hidden inferences.		Children can justify responses with textual evidence, including quotations.		whole text, note developments eg of character or relationships	texts, using evaluative skills.  Work out the nuanced meanings of words and phrases in context.
<b>Respond to text</b> Evaluation Response to author Authorial effect and intent Effect of vocabulary	<p>Children begin to extend their familiarity with texts to include modern fiction.</p> <p>Build on their own and others' ideas.</p> <p>With support, begin to make comparisons within texts.</p> <p>With support, discuss how authors use language, considering the impact on the reader.</p> <p>Begin to understand figurative language EG metaphor, personification</p> <p>With confidence and familiarity, children participate in discussion about books that are read in them.</p>	<p>Begin to develop positive attitudes to reading texts structured in different ways for a range of purposes.</p> <p>During supported discussions, make comparisons within texts.</p> <p>With guidance, distinguish between fact and opinion.</p> <p>Children can comment on similarities and differences between books that they read independently, building on their own and others' ideas and challenging others' views courteously.</p>	<p>Children extend their familiarity with texts to include modern fiction, fiction from our literary heritage.</p> <p>Discuss how authors use language, considering the impact on the reader.</p> <p>Develop understanding of figurative language EG metaphor, personification.</p> <p>Children can discuss and evaluate how authors use language for effect,</p>	<p>Children begin to extend their familiarity with texts to include modern fiction, fiction from our literary heritage and books from other cultures.</p> <p>Develop their positive attitudes to reading texts structured in different ways for a range of purposes.</p> <p>Identify and talk about figurative language and its impact.</p>	<p>During supported discussions, make comparisons within and across texts.</p> <p>Discuss and evaluate (with support) how authors use language, considering the impact on the reader.</p> <p>Secure understanding of figurative language eg metaphor, personification.</p> <p>Distinguish between fact and opinion.</p>	<p>Children begin to extend their familiarity with texts to include modern fiction, fiction from our literary heritage and books from other cultures.</p> <p>Maintain their positive attitudes to reading texts structured in different ways for a range of purposes.</p> <p>Discuss and evaluate how authors use language, considering the impact on the readers.</p> <p>Explain and discuss their understanding of what they have read, expressing their point of view.</p> <p>Provide reasoned justification for views.</p>
<b>Fluency and Phrasing:</b> Reading at 90% accuracy without overt segmenting and blending automatically Phrasing to appropriate meaning	<p>Read aloud a wider range of age-appropriate poetry and other texts with developing accuracy.</p> <p>Discuss more sophisticated punctuation Eg parenthesis and use of expression accordingly.</p> <p>Read silently and then discuss what they have read.</p> <p>150-200+ wpm – Reading speeds are approximate guides to average words per minute, pace of reading is only one indicator of fluency.</p>	<p>Develop the ease of reading most words and with support are able to work out how to pronounce unfamiliar words.</p> <p>Prepare readings and develop the use of appropriate intonation to show their understanding.</p> <p>Explore more sophisticated punctuation eg use of parenthesis, and use expression accordingly.</p> <p>Children show that they can read age-appropriate texts fluently and with confidence.</p>	<p>Read aloud a wider range of age-appropriate poetry and other texts with accuracy.</p> <p>Develop the ease of reading most words effortlessly and work out how to pronounce unfamiliar written words with support.</p> <p>Notice more sophisticated punctuation Eg parenthesis and use of expression accordingly.</p> <p>Most will be able to sight-read all y3-4 exception words.</p> <p>Learn and recite a wider range of poetry, sometimes by heart.</p> <p>Read aloud and perform poems and plays, showing understanding through intonation, tone and volume so that the meaning is clear to the audience.</p>	<p>Develop the ease of reading most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity.</p> <p>Prepare readings using appropriate intonation to show their understanding.</p> <p>Sight read all y3-4 words.</p> <p>Notice and respond to punctuation and phrasing when reading aloud.</p>	<p>Read aloud a wider range of age appropriate poetry and other texts with accuracy and at a reasonable speaking pace.</p> <p>Maintain and monitor the interest of the listener.</p>	<p>150 wpm- reading speeds are approximate guides to average words per minute – pace of reading is only one indicator of fluency.</p> <p>Read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity.</p> <p>Sight read some y5-6 words with automaticity.</p> <p>Automatically read a wide range of exception words, including the y5-6 list and similar words which occur in texts.</p>

### English Writing Unit Coverage

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Starting School by Janet and Alan Alberg  The Rainbow Fish by Marcus Pfister	Ruby's Worry by Tom Percival	Stories from around the world EG Pattan's Pumpkin by Chitra Soundar	Someone Swallowed Stanley by Sarah Roberts	Yucky Worms by Vivian French and Jessica Ahlberg	Titch by Pat Hutchins
Dahl A	The Jolly Postman by Janet and Allan Ahlberg	Poems to Perform by Julia Donaldson	The Emperor's Egg by Martin Jenkins	A Winter Sleep by Alex Morss, Cinyee Chiu, and Sean Taylor	Anna Hibiscus by Antinuke	Zeraffa Giraffa by Dianne Hofmeyr
Dahl B	Claude in the Country by Alex T Smith	Toby and the Great Fire of London by Margaret Nash and Jane Cope	Claude in the City by Alex T Smith	Look Up! By Nathan Bryon and Dapo Adeola	10 Things I can do to save my planet By Melanie Walsh	The snail and the whale by Julia Donaldson
Wells A	Amazing tales of the world's greatest adventurers  Poetry: Midnight feast. Tasty Poems	UG  Stone Age Boy  The Boy with the bronze axe	Pugs of the Frozen North  The Ice Bear/ Ice Palace	Varjax Paw  Gangster School	All the Wild Wonders / The Lost World (poetry)  The rhythm of the Rain	Jeremy Button
Wells B	Pebble in my pocket  Escape Pompeii	What the Roman's did for us  Tiger Tiger  Empire's End: A Roman Legacy	Tales of Wisdom and Wonder	Poetry : My life as a gold fish.  Play scripts : Easter	The Mouse Hole Cat  Oliver and the Seawigs	Pharoah's fate The Secret's of the Sun King  Tales of Gods and Pharoahs
Shakespeare A	Cosmic by Frank CB PoR	Twitch by MG Leonard PoR	On the Origin of Species by Sabrina R PoR	The Viewer by Gary Crew PoR	The Dam by David Almond PoR	Falling out of the Sky – Poems of Myth – PoR Greeks Myths by Marcia W
Shakespeare B	The Wolves of Curranpaw by Will Grill PoR	Loki by Louie Stowell PoR	The Bird within me PoR	Street Child by Berlie Doherty PoR Or Tom's Midnight Garden (graphic Novel) by Philippa Pearce PoR	When the sky falls by Phil Earle PoR	Heroes – incredible true stories of courageous animals by David Long

## End points which show progression of knowledge, understanding and skills in writing.

Reception							
Unit Coverage	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
Transcription	Children Learn to:						
	Handwriting	<p>Sit with good posture on a chair at a table.</p> <p>Hold a jumbo/ standard pencil having identified dominant hand and begin developing an appropriate grip (tripod to be encouraged)</p> <p>Trace and join the dots to form letters and numerals recognizing where to start and stop. Follow the Monster Phonics handwriting scheme. For graphemes s, a, t, p, i, n, d, g, o, c, k, ck, e, u, r, h, b,</p> <p>Form numerals 0-3</p>	<p>Hold a standard hexagonal pencil with a more consistent grip and apply more appropriate pressure.</p> <p>Follow the Monster Phonics handwriting scheme. : f, l, ff, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, long oo, ar</p> <p>Develop awareness of lines on paper, whiteboard and screen and begin to write more appropriately sized letters starting on the line.</p> <p>Write their name using recognisable letters including some capital letters</p> <p>Form numerals 4-6</p>	<p>Apply letter formation knowledge to new graphemes learnt.</p> <p>Use capital 'I' for personal pronoun and begin writing other capital letters following Monster Phonics scheme.</p> <p>Write their name with more accurate letter formation and increased speed.</p> <p>Form numerals 7-9</p>	<p>Develop greater awareness of lines on paper and with suitable pen/pencil pressure, write appropriately sized letters on the line more consistently.</p> <p>Form all capital letters following the Monster Phonics scheme.</p> <p>Use finger to make spaces between words with guidance.</p>	<p>Write spaces between words without a frame.</p> <p>Write numerals with more accurate orientation.</p> <p>Apply letter formation to all known graphemes.</p>	<p>Form graphemes will less reliance of formation sentences.</p> <p>Form all capital letters with less reliance on formation sentences.</p> <p>Form letters with greater fluency and accuracy in relation to the line.</p>
	Phonics into spelling	<p>Identify the following initial and final phase 2 phonemes and write their corresponding graphemes</p> <p>Follow teacher led CVC/CVCC segmentation and spelling using graphemes learnt so far.</p> <p>Spell some tricky words with adult support.</p>	<p>Identify initial, middle and final phase 2 phonemes and write their corresponding graphemes</p> <p>Segment and spell CVC/CVCC words more independently.</p> <p>Begin segmenting and spelling CCVC/CCVCC words</p> <p>Spell some tricky words more independently and others with support.</p>	<p>Identify Phase 3 phonemes and write their corresponding graphemes. ai, ee, short oo, or, ow, ur.</p> <p>Segment and spell CCVC/CCVCC words more independently.</p> <p>Begin segmenting and spelling one to two- syllable words using Phase 2 and 3.</p> <p>Spell some tricky words independently</p>	<p>Segment and spell one to two-syllable words using phase 2 and 3. Eg igh, air, oi, oa, er, ear, ure, long oo, ar, ur. More independently.</p> <p>Begin segmenting and spelling one to two syllable words using phase 2 and 3. Spell tricky words independently with less reliance on classroom aids and support.</p>	<p>Segment and spell one -two syllable words using phase 2 and 3 more independently.</p> <p>Begin segmenting and spelling CVCC, CCVC, CCVCC, CCCVC and CCCVCC words</p> <p>Spell more tricky words with increasing independence.</p>	<p>segment and spell CVCC, CCVC, CCVCC, CCCVC and CCCVCC words more independently.</p> <p>Spell more tricky words with increasing independence.</p>
Composition and effect	Grammar/terminology	<p>Speak in full simple sentences in the present simple tense with support.</p> <p>Develop awareness of letter case distinguishing orally between capital and lowercase letters.</p> <p>Key Terminology - letter, word, sentences.</p>	<p>Write their name including an initial capital.</p> <p>Extend spoken sentences using and, but and so in the present simple tense with support.</p> <p>Identify initial capital finger spaces and full stops in given simple sentences.</p> <p>Key terminology – capital letter, lowercase.</p>	<p>Use capital 'I' for personal pronoun.</p> <p>Extend spoken sentences further using because in the present simple tense with support.</p> <p>Distinguish between spoken questions and statements with support.</p> <p>With support, punctuate given simple sentences with initial capital, finger spaces and full stop orally and/or with a gesture.</p> <p>Orally use comparative and superlative adjectives in simple sentences in the present simple tense with support.</p> <p>From given parts, rebuild a modelled</p>	<p>Form and distinguish statements from questions more independently.</p> <p>Write a modelled simple sentences in the present simple tense.</p> <p>Identify root words in compound words</p> <p>Identify suffixes;</p> <p>Develop an understanding of present, past and future and speak in different tenses with support.</p> <p>Identify adjectives and</p>	<p>Identify parts of speech (noun, verb and adjective)</p> <p>With support, build a simple sentence orally before writing it and punctuating it with initial capital, finger spaces and full stops,</p> <p>Keys terminology – noun, verb</p>	<p>Independently write a simple sentence punctuating it with initial capital, finger spaces and full stop.</p> <p>Develop understanding of exclamation as sentence type and effect of corresponding punctuation mark.</p> <p>Orally, offer full sentences in the past, present and future simple tenses more independently.</p> <p>Key terminology – exclamation, exclamation mark</p>

				<p>simple sentence in the present simple tense.</p> <p>Punctuate simple sentences with a full stop using a square as a prompt.</p> <p>Key terminology – question, statement, finger space, full stop, compare.</p>	<p>with support, describe characters and items from focus texts in speaking and writing.</p> <p>Key terminology- root word, compound word, suffix, adjective, past simple tense, present continuous tense and future simple tense.</p>		
Sentence Building	<p>Complete and repeat simple sentences orally from given sentence starters.</p> <p>Identify the number of words in a given simple sentence by listening and counting using fingers.</p>	<p>Write their name including an initial capital</p> <p>Write labels for given images or own creations with support.</p>	<p>Offer simple sentences orally using a given noun</p> <p>Write short, simple phrases as captions with support.</p> <p>From given parts, rebuild a modelled simple sentence in the present simple tense.</p>	<p>Write a modelled simple sentence</p> <p>Edit writing with support for initial capital, finger spaces and full stop.</p>	<p>Offer compound (and, but, so) and complex sentences (because) using adjectives with prompting for this extension.</p> <p>With support, build a simple sentence orally before writing and punctuating it with initial capital, finger spaces and full stop,</p>	<p>Independently write a simple sentence punctuating it with an initial capital, finger spaces and full stops.</p> <p>Read writing aloud to check it makes sense making simple edits more independently.</p> <p>Share writing aloud to check it makes sense making simple edits more independently.</p> <p>Share writing with peers and adults from them to read without strain.</p>	
Text Building	<p>Recall and role play characters, setting, beginning, middle and end of familiar stories read together.</p> <p>With support, write name badges for familiar story characters.</p>	<p>Write labels for given images or own creations with support.</p> <p>With support, orally retell a familiar narrative using sequenced images as story map.</p>	<p>With support, write short, simple phrases as captions for given images and own creations</p>	<p>Orally innovate a familiar narrative changing an aspect eg setting</p> <p>With support, write a simple instruction (imperative) for element in school routine and/or role play areas.</p> <p>Following a repeating sentence structure, use developing knowledge of the five senses to set the scene orally and in writing with support.</p>	<p>With support, write a simple sentence including asjectives to describe a character/ item from a familiar story.</p>	<p>Independently write a simple sentence about an event/ experience</p> <p>With support, begin joining and sequencing ideas by writing short compound (and, but and so) and complex sentences (because) while developing understanding of adverbs or sequence.</p>	
Authorial Effect	<p>Introduce themselves orally and enhance written name and age with self portrait</p>	<p>Write thwir name on work including an initial capital</p>	<p>Developing context , use recently learnt vocabulary in speech and write these words with support</p>	<p>Use understanding of familiar narratives to imagine and write direct speech for characters with support</p>	<p>With support, use adjectives to increase interest when describing characters, items and events orally and in written simple sentences.</p>	<p>With support, experiment with full stops and exclamation marks orally and in writing to develop emotion.</p>	

Composition and effect	Handwriting	<p>Practise letters belonging to 'families' which are formed in similar ways.</p> <p>Form digits 0-9</p> <p>Use spacing between words that reflects the size of the letters.</p>	<p>Understand which letters belong to which handwriting 'families' and practice these.</p> <p>Use spaces between words.</p> <p>Form and orientate lower case letters to the correct size relative to one another.</p>	<p>Hold pencil comfortably and correctly.</p> <p>Orientating letters correctly on the line.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to other letters</p>	<p>Form capital letters and lower case letters correctly and confidently, starting and finishing in the right place.</p> <p>Use diagonal and horizontal lines to join some lower case letters when ready; this is indicated by secure letter formation and secure letters orientation</p>	<p>Begin to join some letters in words.</p> <p>Respond to dictation from an adult, handwriting words in sentences.</p>	<p>Children revise the letters then progress to join. Children should be able to follow handwriting modelled by the teacher by the end of the year.</p> <p>Understand which letters, when adjacent to one another, are best left unjoined.</p>
	Phonics into spelling	<p>Spell words containing phase 2 phonemes and digraphs. Beginning to more confidently spell words that contain phase 3 and 4 sounds.</p> <p>Spell CEW – The, I, of</p> <p>And other CEW/HFW with support.</p> <p>Phase 5 GPCs including polysyllabic words.</p> <p>Homophones</p> <p>Spell 'i' in common exception words – find, mind, kind, behind</p> <p>Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.</p> <p>learn to spell some CEW for Year 2</p>	<p>Spell words containing phonemes in line with the Monster Phonics Year 1 scheme progression.</p> <p>Spell some CEW with support.</p> <p>Name letters of the alphabet in order.</p> <p>Phase 5 GPCs</p> <p>Homophones</p> <p>J Sound spelt as 'ge' and 'dge' at the end of sounds and sometimes as 'g' elsewhere in words before 'e', 'i' and 'y'</p> <p>S sound spelt as 'c' before 'e', 'i' and 'y'</p> <p>N sound spelt kn and gn at the beginning of words</p> <p>Learn 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.</p>	<p>Spell words containing phonemes in line with the Monster Phonics Year 1 scheme progression.</p> <p>Spell some CEW with support.</p> <p>Spell contractions, can't, didn't, hasn't, it's, couldn't, I'll, they'll</p> <p>L sound spelt -le at the end of words and following a consonant</p> <p>Adding endings -ing, ed, er, est to words ending in 'e' with a consonant before it.</p> <p>'I' sound spelt ey</p> <p>R sound spelt 'wr'</p> <p>Adding endings -ing, ed, er, est and y to words of one syllable ending in a single consonant after a single vowel.</p>	<p>Spell words containing phonemes in line with the Monster Phonics Year 1 scheme progression.</p> <p>The possessive apostrophe (singular noun)</p> <p>Spell some CEW with support.</p> <p>a spelt 'a' after w and qu</p> <p>adding es to nouns and verbs ending in 'y'</p> <p>The possessive apostrophe (singular nouns)</p> <p>Adding suffixes -ful, less and ly</p> <p>Words ending tion</p>	<p>Spell words containing phonemes in line with the Monster Phonics Year 1 scheme progression.</p> <p>Spell some CEW with support.</p> <p>The 'I' or el sound spelt 'el' at the end of words</p> <p>Adding endings 'ing', 'ed', 'er' and 'est' to words ending in 'y'</p> <p>Suffixes 'ment' and 'ness'</p> <p>The sound spelt 'a' before 'I' and 'll'</p> <p>The sound spelt 'ar' after 'w'</p> <p>The sound spelt 'or' after w</p> <p>The sound spelt 'al' at the end of words.</p>	<p>Spell words containing phonemes in line with the Monster Phonics Year 1 scheme progression.</p> <p>Homophones, distinguishing between homophones and near-homophones.</p> <p>The sound spelt 'o'</p> <p>The sound spelt 'il' at the end of words'</p> <p>Secure spelling strategies</p> <p>After writing-developing proof reading and checking skills including using a dictionary.</p>
	Grammar/terminology	<p>Construct a simple sentence 9or single clause sentence)</p> <p>Combine words to make sentences (orally and in writing)</p> <p>Orally rehearse sentences</p> <p>Write a sequence of sentences in fiction and information.</p> <p>Key terminology – letter, capital letter, word, sentence, punctuation,</p>	<p>Leave spaces between words.</p> <p>Sequence sentences to form short narratives.</p> <p>Recognise full stops.</p> <p>Punctuate either orally or with an action</p> <p>Ask and answer questions about the information included.</p> <p>Talk about the sentences I have written and why they are sentences.</p> <p>Extend sentences using subordinating conjunctions such as when, if, that, because, and be able to talk about</p>	<p>Recognise different sentence types.</p> <p>Use capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Use capital letters for names and for the personal pronoun.</p> <p>Key terminology - letter, capital letter, word, sentence, punctuation, full stop, question mark, exclamation mark</p> <p>Recognise sentence types.</p> <p>Use apostrophes for contracted forms.</p> <p>Explain how the</p>	<p>Add suffixes to verbs where no change is needed in the spelling of root words (eg helping, helped, helper)</p> <p>Use prefix un- to change the meaning of verbs</p> <p>Begin to understand the concept of present and past tense.</p> <p>Key terminology– letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark,</p>	<p>Recognise regular plural nouns suffixes – s, -es (eg dog, dogs, wish, wishes) including the effects of these suffixes on the meaning of the noun.</p> <p>Explain how the prefix un- changes the meaning of the adjective (negation of word – kind, unkind)</p> <p>Key terminology - letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation</p>	<p>Use co-ordination and sub-ordination</p> <p>Use joining words and joining clauses using and.</p> <p>Orally rehearse sentences</p> <p>Punctuate either orally or with an action.</p> <p>Key terminology – letter, capital letter, word, singular, plural, sentence, punctuation,</p>

		<p>full stop</p> <p>Join two sentences together using the words and, or, but. When this happens we have constructed one sentence with two clauses. (compound sentence)</p> <p>Use co-ordination and sub-ordination, Subordination (when, if that, because) and co-ordination (using or, and, buy)</p> <p>Key terminology – Compound, conjunction, co-ordination, sub-ordination</p>	<p>how they affect the meaning of the sentence.</p> <p>Key terminology – compound, conjunctions</p>	<p>grammatical patterns in the sentence indicate its function as a statement, question, exclamation or command.</p> <p>Use capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Talk about what makes sentences different.</p> <p>Tell the difference between questions and exclamations beginning with what and how.</p> <p>Use different sentences with different forms in their writing (statements, questions, exclamations and commands). Demarcate most sentences with capital letters and full stops and with some use of question marks and exclamation marks. Key terminology- statement, question, exclamation, command, compound, apostrophe.</p>	<p>exclamation mark.</p> <p>Form nouns using suffixes such as -ness, -er.</p> <p>Form adjectives using suffixes such as -ful.</p> <p>Construct a noun phrase using determiners, adjectives and nouns.</p> <p>Use expanded noun phrases for description and specification.</p> <p>Use commas to separate items in a list and in noun phrases.</p> <p>Use apostrophes to mark singular possession in nouns.</p> <p>Explain how hyphens can be used to avoid ambiguity. (EG recover vs re-cover)</p> <p>Key terminology – noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, apostrophe, comma</p>	<p>mark</p> <p>Use -ly in standard English to turn adjectives into adverbs.</p> <p>Use the suffixes -er, -est in adjectives.</p> <p>Key terminology – noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb</p>	<p>full stop, question mark, exclamation mark</p> <p>Use the correct choice and consistent use of present tense and past tense throughout writing.</p> <p>Identify if a verb is written in the past or present tense.</p> <p>Use the progressive for of verbs in the present and past tense to mark actions in progress.</p> <p>Use apostrophes to mark where letters are missing in spelling.</p> <p>Key terminology- noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense, apostrophe, comma</p>
	Sentence Building	<p>Sentence-like constructions and some successful sentences.</p> <p>Say out loud what they are going to write about.</p> <p>Mainly writes coordinating sentences, but with some subordination eg using because when, if.</p> <p>Plan or say out loud what they are going to write about.</p>	<p>Write sentences by composing a sentence orally before writing it.</p> <p>Includes lists within sentence.</p> <p>Sometimes writes questions.</p> <p>Write down ideas and/or key words, including new vocabulary.</p>	<p>Beginning to punctuate sentences with a capital letter and end punctuation. eg full stop, question mark, exclamation mark for effect.</p> <p>Commas in lists.</p> <p>Writes sentences in different forms. Eg statements, command, exclamation</p>	<p>Uses capital letter to name some proper nouns.</p> <p>Sequencing sentences to form short narratives</p> <p>Usually maintains tense eg simple past of present tense.</p> <p>Encapsulating what they want to say, sentence by sentence.</p> <p>Make simple additions, revisions and corrections to their own writing by; evaluating their writing with each other or the teacher.</p>	<p>Re-reading what they have written to check that it makes sense.</p> <p>Discuss what they have written with the teacher or with other pupils.</p> <p>Apostrophe for singular possession and contractions</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p>Proof-read to check for errors in spelling, grammar and punctuation.</p>	<p>Commonly uses and to join clauses.</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>Most sentences are demarcated with capital letters and end punctuation, including some question marks and exclamation marks for effect.</p> <p>Make simple additions, revisions and corrections to their own writing by; re-reading to check what makes sense and that verbs to indicate the</p>



							time are used correctly and consistently, including verbs in the continuous form.
Text Building	<p>Verbally tell a story using a story map</p> <p>Sequence sentences and ideas to form a simple, coherent narrative which makes sense.</p> <p>Sequence ideas correctly to record a real experience or event.</p>	<p>Sequence ideas to form a short and simple narratives based on a known story, sometimes using a pictorial story map as a guide.</p> <p>In story writing, sequence events to shape a simple story, sometimes adding own ideas to a familiar tale.</p> <p>Use a scaffold to write poems in different ways, using other poems as models.</p>	<p>Sequence ideas to recount a real experience</p> <p>Sequence instructions in the right order, using some conjunctions for clarity.</p>	<p>Sequence ideas to form a short and simple narrative that has been planned by themselves.</p> <p>With guidance, write information about a given topic, organising into sections.</p>	<p>Write a title.</p> <p>Write to the simple purpose of the task, relating content to that purpose.</p> <p>Write a title and sometimes add subheadings for different section during non-fiction writing.</p>	<p>Use the adult's model to write a non-rhyming poem, eg as a list of ideas inspired by the given context.</p> <p>Write to the purpose of the task, choosing content appropriately.</p>	
Authorial Effect	<p>Say out loud what they are going to write about.</p> <p>Plan out loud what they are going to write about.</p>	<p>Use the adult's model to write simply to the task.</p> <p>Provide more detail about a noun by describing it</p> <p>Write an account of connected events, real or imagined.</p>	<p>Use vocabulary they know to support the context of their writing including some appropriate adjectives and verbs eg shiny, old, happy, ran, took jumping.</p> <p>Choose vocabulary appropriate to the purpose of the task</p>	<p>Discuss what they have written with an adult and other pupils.</p> <p>Reread what they have written to check it makes sense.</p> <p>Use expanded noun phrases to add details for the reader.</p> <p>Use punctuation for effect eg capitalized words, exclamation marks, question marks</p>	<p>Use a title to inform.</p> <p>Sometimes use an exclamation mark to amuse, interest or scare the reader.</p> <p>Talk about who the audience will be.</p> <p>Use some vocabulary to enhance their writing for the reader, including in non-rhyming poems.</p> <p>Sometimes use subheading to organize information.</p> <p>Read aloud what they have written, with appropriate intonation to make the meaning clear</p>	<p>Play with words in simple poems.</p> <p>Write for different purposes, eg real events, personal experiences, stories, poems</p> <p>Evaluate their own and others' writing with adult and peers.</p>	

						ascenders and descenders of letters do not touch.	
	Phonics into spelling	<p>Spelling by phoneme /ay/ ow/ igh/ee/</p> <p>Spell further homophones.</p> <p>Spelling by phoneme /ay/ ow/ igh/ ee/</p> <p>Spell further homophones</p> <p>Spell words that are often misspelt</p> <p>Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</p>	<p>Spelling by phoneme/ee/ oy/ ure/ er/ ue/ ew/</p> <p>Spell further homophones</p> <p>Spell words that are often misspelt</p> <p>Spelling by phoneme ee/u-e/ e//ee/ /oo/ /oy/ et/</p> <p>Spell further homophones</p> <p>Spell words that are often misspelt</p>	<p>Spell by phoneme /aw/ l/ t/ oe/ ear/ air/</p> <p>Use further prefixes and suffixes and understanding how to add them</p> <p>Spelling by phoneme ew/ aw/ or/ o/ u/</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Use further prefixes and understand how to add them.</p> <p>Spell further homophones</p> <p>Spell words that are often misspelt</p>	<p>Spelling by phoneme /e/ u/ oo/ o/ ul/ ar/</p> <p>Begin to place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</p> <p>Spelling by phoneme ar/ e/ o-e/ air/ i/</p> <p>Use further suffixes and understand how to add them.</p> <p>Spell further homophones</p> <p>Spell words that are often misspelt</p>	<p>Spelling by phoneme /j/ r/i/ch/ chun/chul/ k</p> <p>Begin to use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Spelling by phoneme i/ v/ ul/ear/t/f/m/n</p> <p>Spell further homophones</p> <p>Spell words that are often misspelt</p>	<p>Spelling by phoneme /s/ kw/w /m/ h/zh/ sh/ shun/ shul/z</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p> <p>Spelling by phoneme /j/zh/sh/shun/ Shul/ s/k/ ch/ chun/ chul/ th</p> <p>Spell further homophones</p> <p>Spell words that are often misspelt</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>
Composition and effect	Grammar/terminology	<p>Begin to use and understand the terms conjunction, clause and subordinate clause when discussing sentence construction.</p> <p>Begin to recognise where the sentence ends and punctuate accurately.</p> <p>Begin to understand and discuss how different sentences constructions can be used for effect within texts.</p> <p>Express time, place and cause using conjunctions (when, before, after, while, so, because)</p> <p>Year 3 terminology – adverb, preposition, conjunction, word family, prefix, clause,, subordinate clause, direct speech, consonant, consonant letters, vowel, vowel letter, inverted commas</p>	<p>Understand the conventions used to demarcate speech in writing.</p> <p>Inverted commas around all words spoken with punctuation at the end of the speech. End punctuation within inverted commas</p> <p>Use of comma following reporting clause where it starts the sentence</p> <p>Year 3 key terminology – adverb, preposition, conjunction, word family, prefix, clause,, subordinate clause, direct speech, consonant, consonant letters, vowel, vowel letter, inverted commas</p> <p>Understand the conventions used to demarcate speech in writing more consistently.</p> <p>-inverted comma around all words spoken, with punctuation at the end of the speech. -end punctuation within inverted commas</p> <p>Use of comma following reporting clause where it starts the sentence more consistently</p> <p>Year 4 key terminology –</p>	<p>Form nouns using a range of prefixes</p> <p>Use word families based on common words, showing how words are related in form and meaning.</p> <p>Use the forms a or an according to whether the next word begins with a consonant or a vowel.</p> <p>Year 3 key terminology - adverb, preposition, conjunction, word family, prefix, clause,, subordinate clause, direct speech, consonant, consonant letters, vowel, vowel letter, inverted commas</p> <p>Form nouns using a range of prefixes more consistently.</p> <p>Use word families based on common words, showing how words are related in form and meaning.</p> <p>Use the forms a or an according to whether the next word begins with a consonant or a vowel more consistently</p>	<p>Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases</p> <p>Select an appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p> <p>Indicate possession by using the possessive apostrophe with plural nouns</p> <p>Year 3 key terminology - adverb, preposition, conjunction, word family, prefix, clause,, subordinate clause, direct speech, consonant, consonant letters, vowel, vowel letter, inverted commas</p> <p>Use noun phrases expanded by the addition of modifying adjectives, nouns and</p>	<p>Express time, place and cause using adverbs or prepositions</p> <p>Begin with the use of commas after fronted adverbials.</p> <p>Year 3 key terminology - adverb, preposition, conjunction, word family, prefix, clause,, subordinate clause, direct speech, consonant, consonant letters, vowel, vowel letter, inverted commas</p> <p>Express time, place and cause using adverbs or prepositions more consistently</p> <p>Use of commas after fronted adverbials more consistently</p> <p>Year 4 key terminology- determiner, pronoun, possessive pronoun, adverbial</p>	<p>Use the present perfect form of verbs instead of the simple past, example He has gone out to play, contrasted with He went out to play.</p> <p>Year 3 key terminology - adverb, preposition, conjunction, word family, prefix, clause,, subordinate clause, direct speech, consonant, consonant letters, vowel, vowel letter, inverted commas</p> <p>Use the present perfect form of verbs instead of the simple past more consistently</p> <p>Year 4 key terminology- determiner, pronoun, possessive pronoun, adverbial</p>

		<p>Use and understand the term conjunction, clause, and subordinate clause when discussing sentence construction more consistently</p> <p>Recognise where the sentence ends and punctuate accurately more consistently</p> <p>Understand and discuss how different sentence constructions can be used for effect within texts more consistently</p> <p>Express time, place and cause using conjunctions (when, before, after, while, so, because) more consistently</p> <p>Year 4 key terminology – determiner, pronoun, possessive pronoun, adverbial</p>	<p>Determiner, pronoun, possessive pronoun, adverbial</p>		<p>prepositional phrases more consistently.</p> <p>Select an appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition more consistently.</p> <p>Indicate possession by using the possessive apostrophe with plural nouns more consistently.</p> <p>Year 4 key terminology- Determiner, pronoun, possessive, noun, adverbial</p>		
	Sentence Building	<p>Writes a variation of coordinating and subordinating sentences.</p> <p>Write questions</p> <p>Uses the adult model of including dialogue in narratives</p> <p>Sentences are mostly demarcated</p> <p>Commas in lists</p> <p>Beginning to use inverted commas for dialogue.</p> <p>In non-narrative material, using simple organizational devices</p> <p>Begin to use fronted adverbials to open sentences.</p> <p>Recognise fronted adverbials</p> <p>Uses apostrophe for regular plurals with support</p> <p>Plan their writing by -discussing writing similar to that which they are planning to write in order to understand and</p>	<p>Plan their writing by -Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. -Discussing and recording ideas Draft and write by – composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and increasing range of sentences structures.</p> <p>Maintains the tense</p> <p>Use inverted commas accurately for dialogue around spoken words</p> <p>Use conjunctions in the middle of 2 sentences to link 2 clauses.</p> <p>Draft and write by -composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentences structures</p>	<p>In non-narrative material, using simple organizational devices</p> <p>Beginning to use commas between clauses</p> <p>Uses the adult model of fronted adverbials</p> <p>Use fronted adverbials to open sentences.</p> <p>Commas after fronted adverbials.</p> <p>Begin to use conjunctions at the start of sentences to link 2 clauses.</p> <p>With support, evaluate and edit by -assessing the effectiveness of their own and others' writing and suggesting improvements -proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>More independently, read aloud their own writing to a group or the whole class using appropriately intonation and</p>	<p>In narratives, creating settings, characters and plot</p> <p>Organising paragraphs around a theme</p> <p>Use inverted commas for dialogue</p> <p>Consistently use inverted commas accurately for dialogue and include additional punctuation</p> <p>Includes dialogue within narratives</p> <p>Uses apostrophe for regular, and irregular plurals with some support</p>	<p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>In non-narrative materials, using simple organizational devices</p> <p>Writes more complex lists of longer items.</p> <p>Uses a range of tenses accurately, maintaining the chosen tense.</p> <p>Varies position of the main clause within sentences, either before or after the subordinating clause.</p> <p>Commas between clauses</p> <p>Read aloud their own writing to a group or the whole class using appropriately intonation and controlling the tone and</p>	<p>Proof read for spelling and punctuation errors</p> <p>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> <p>Evaluate and edit by; -assessing the effectiveness of their own and others' writing and suggesting improvements -in narratives, creating settings, characters and plot</p> <p>Beginning to use inverted commas for dialogue</p> <p>Uses apostrophe for regular plurals</p> <p>Use inverted commas for dialogue</p> <p>Uses the adult model of</p>

		<p>learn from its structure, vocabulary and grammar -discussing and recording ideas.</p> <p>Begin to 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>	Proof read for spelling and punctuation errors	controlling the tone and volume so that the meaning is clear.		volume so that the meaning is clear.	<p>fronted adverbials</p> <p>Successfully uses fronted adverbials to open sentences</p> <p>All sentences demarcated accurately</p> <p>Uses apostrophes for regular and irregular plurals independently</p> <p>Independently evaluate and edit by -assessing the effectiveness of their own and others' writing and suggesting improvements -proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p>
	Text Building	<p>Including headings and sub-headings in non-narrative writing</p> <p>Maintain correct tense to achieve cohesion through the piece</p> <p>Begin to recognise and use some features of the chosen genre.</p> <p>Innovate existing model texts to create settings, characters and plot when writing stories</p> <p>With scaffolds and sub headings provided, organize paragraphs around a theme</p> <p>Include provided headings and sub-headings in non-narrative writing</p> <p>Write poems in different forms EG lists</p>	<p>Using a model, write poems in different forms EG Shape poems/ simple structure poems with scaffold</p> <p>Use adult model to begin to organize paragraphs, as a way to group related material</p> <p>From word banks, use a range of conjunctions and adverbials to achieve cohesion and to extend sentence complexity</p> <p>Choose appropriate pronoun or noun within and across sentences, to aid cohesion and avoid repetition</p> <p>Maintain correct tense to achieve cohesion</p>	<p>Write poems in different forms. Eg Shape poems/ simple structure poems with scaffold</p> <p>Using adult model, begin to use fronted adverbials to vary sentence openings</p> <p>Sequence ideas chronologically, using a range of conjunctions to make the sequence clear</p> <p>Create settings when writing stories, sometimes innovating with own ideas</p> <p>From a checklist, know and use some features of the chosen genre</p> <p>Write poems in different forms eg list/ free verse</p>	<p>In story writing create settings, characters and plot, using a shared text to gather ideas.</p> <p>Begin to organize paragraphs, as a way to group related material</p> <p>Create characters and plot when writing stories, sometimes innovating with own ideas.</p> <p>With boxing up strategies, organize paragraphs around a theme in narrative</p> <p>Independently use fronted adverbials to open some sentences.</p>	<p>Including headings and sub-headings in non-narrative writing</p> <p>Begin to organize paragraphs, as a way to group related materials</p> <p>With some independence, organize paragraphs around a theme</p> <p>Independently include heading and sub-headings in non-narrative writing</p> <p>Use a wide range of conjunctions and adverbials to achieve cohesion and to extend sentence complexity.</p>	<p>Write poems in different forms eg shape poems/ simple structure poems with scaffold</p> <p>In story writing create settings, characters and plot, using a shared text to gather ideas</p> <p>Create settings, characters and plot when writing stories, sometimes innovating with own ideas.</p> <p>Know and use some features of the chosen genre independently</p> <p>Write poems in different forms eg Haiku/ list</p> <p>Maintain correct tense to achieve cohesion, sometimes managing change of tense when required.</p>
	Authorial Effect	<p>Communicate coherently and effectively with the reader</p> <p>Talk with the adult about the purpose of the writing and who the audience will be</p>	<p>Plan and discuss what they are going to write about, and record ideas</p> <p>Orally compose sentences to check for meaning and effect</p> <p>Following feedback,</p>	<p>Plan and discuss what they are going to write about and record ideas</p> <p>Orally compose sentences to check for meaning and effect</p> <p>Begin to experiment</p>	<p>Use vocabulary which has an effect on the reader eg to frighten or surprise them</p> <p>Play with words in different kinds of poems and talk about</p>	<p>Draw on vocabulary and phrasing of books read aloud or independently</p> <p>In discussion with others, assess the effectiveness of</p>	<p>Consider the sound of varied sentences to interest the reader.</p> <p>Read aloud their own writing to check it</p>

		<p>Know the purpose of the writing and who the audience will be</p> <p>Use new and less familiar vocabulary to add further detail and interest</p>	<p>suggest/make improvements to writing</p> <p>Begin to use vocabulary to create mood and atmosphere eg of settings or feelings</p> <p>Experience and discuss formality within texts, and how it contrasts with informality</p>	<p>with words and their placement, including in poetry, discussing the effect of making changes.</p> <p>Read and discuss similar texts to consider the effect on the reader.</p>	<p>preferences</p> <p>With support, assess the effectiveness of their own and others' writing and suggest/ make improvements</p> <p>Orally rehearse dialogue for effect; what does it tell the reader?</p> <p>Use vocabulary to create mood and atmosphere eg. of settings or feelings</p>	<p>their own writing for the audience</p> <p>Experiment with words and their placement, including in poetry, discussing the effect of making changes more independently</p>	<p>makes sense.</p> <p>Assess the effectiveness of their own and others' writing, and suggest/make improvements</p> <p>Use vocabulary to create mood and atmosphere eg. of settings or feelings</p>
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Shakespeare							
Unit Coverage		Term 1	Term 3	Term 3	Term 4	Term 5	Term 6
Transcription	Children Learn to:						
	Handwriting	<p>Practise as required. Check accuracy. Decide whether to join specific letters</p> <p>In Shakespeare, children should be developing fluency and style linked to their spellings and dictation. Where children are not at age related expectations, they should be given the opportunity to revise and practice.</p> <p>Choose the implement and writing style best suited for the task.</p> <p>Where children are not at age related expectation, they should be given the opportunity to revise and receive intervention</p>		<p>Develop fluent and legible style</p> <p>Develop fluency and style linked to their spellings and dictation</p>		<p>Pupils write with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Write legibly and fluently with increasing speed</p>	
	Phonics into spelling	<p>Spelling by phoneme Ay/ ow/ igh/ ee/ o-e</p> <p>With support, use dictionaries to check the spelling and meaning of words</p> <p>Spelling by phoneme ay/ ul/ ow/ igh/ ee/ i/ ee/er</p> <p>Independently use dictionaries to check spelling and the meaning of words</p>	<p>With support identify further prefixes and suffixes and understand the guidance for adding them.</p> <p>Begin to spell some words with 'silent' letters (knight, psalm)</p> <p>Spelling by phoneme u-e/ /u/ oo/ e/ i/ oy/ o</p> <p>Spelling by phoneme u-e/ u/ ew/ oy/ e/ y/ o/ aw/ o-e/ ar/ ear</p> <p>Spell some words with 'silent' letters</p> <p>Use a thesaurus to independently find synonyms for chosen vocabulary</p>	<p>Spelling by phoneme Air/ er/ ew/ ure/ aw/</p> <p>Distinguish between homophones and other words which are often confused</p> <p>Spelling by phoneme air/ a/ i/ j/ n/ kt</p> <p>Independently use further prefixes and suffixes and understand the guidance for adding them</p>	<p>Spelling by phoneme ear/ ul/ ar/ k/ j/</p> <p>Spelling by phoneme r/ ng/ s/ ch/ chun/ chul/ m/ x/ h</p> <p>Use knowledge of morphology and etymology in spelling and understanding that the spelling of some words needs to be learnt specifically</p>	<p>Spelling by phoneme l/ p/ n/ s/ f/ t</p> <p>Spelling by phoneme l/ zh/ sh/ shun/ shul</p>	<p>Spelling by phoneme m/ z/ sh/ shun/ shul/ ch/ chun/ chul/ zh</p> <p>Spelling by phneme kw/ t/ z/ ure/ Hyphen</p>
Composition and effect	Grammar/ terminology	<p>Use commas in a range of ways</p> <p>Use commas to indicate parenthesis</p> <p>Identify and practice a</p>	<p>Begin to experiment with using a semi-colon, colon and dash, to mark the boundary between independent clauses</p>	<p>Use question tags in informal structures</p> <p>Use a colon to introduce a list,.</p> <p>Punctuate bullet points consistently</p>	<p>Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</p>	<p>Use of punctuation for parenthesis mostly correct</p> <p>Indicate degrees of possibility using adverbs</p>	<p>Introduce the difference between active and passive voice</p> <p>Link ideas across paragraphs using tense</p>

		<p>wide range of clause structures, sometimes varying their position within the sentence</p> <p>Begin to use inverted commas, commas for clarity, mostly correctly</p> <p>Year 5 key terminology --modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p> <p>Use semi-colon, colon and dash, to mark the boundary between independent clauses.</p> <p>Select vocabulary and grammatical structures that reflect the level of formality required mostly correctly</p> <p>Use a wide range of clauses structures, sometimes varying position within the sentence.</p> <p>Use inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and makes some use of semi-colons, dashes, colons and hyphens.</p> <p>Year 6 Key terminology- Subject, object, active, passive, synonyms, antonyms, ellipsis, hyphen, colon, semi-colon, bullet points</p>	<p>Use commas and brackets to indicate parenthesis</p> <p>Use brackets, dashes or commas to indicate parenthesis</p> <p>Explain the difference between structures typical of informal and formal speech and writing</p> <p>Punctuate bullet points consistently and use them to present information accurately</p>	<p>Year 5 key terminology --modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p> <p>Link ideas across paragraphs using adverbials of time, place and number. In year 6, the use of adverbials 'on the other hand, in contrast, as a consequence'</p>	<p>Explain how words are related by meaning as synonyms and antonyms</p> <p>Use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision.</p> <p>Use commas, brackets and dashes to indicate parenthesis</p> <p>Year 5 key terminology --modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p> <p>Use commas to clarify meaning or avoid ambiguity</p> <p>Link ideas across paragraphs to provide cohesion using a range of techniques</p>	<p>Makes some correct use of semi-colon, dashes, colon and hyphens</p> <p>Use adverbs and preposition phrases effectively to add detail, qualification and precision</p> <p>Use a range of cohesive devices, including adverbials, within and across sentences and paragraphs</p> <p>Year 5 key terminology --modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p> <p>Use a colon to introduce a list or to join two independent clauses together</p>	<p>choices</p> <p>Use the perfect form of verbs to mark relationships of time and cause</p> <p>Year 5 key terminology --modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p> <p>Indicate degrees of possibility using modal verbs</p> <p>Use the passive to affect the presentation of information in a sentence</p> <p>Use passive and modal verbs mostly accurately</p> <p>Use the perfect form of verbs to mark relationships of time and cause</p> <p>Year 6 key terminology- Subject, object, active, passive, synonyms, antonyms, ellipsis, hyphen, colon, semi-colon, bullet points</p>
	Sentence Building	<p>Uses relative conjunctions eg. That, which, who</p> <p>Writes dialogue alongside narrative successfully</p> <p>Writes two main clauses within the same sentence</p> <p>Begin to use all internal punctuation within speech</p>	<p>Plan ideas by noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>Using support and a range of texts; in writing narratives, considering how developed characters</p>	<p>Write short, irregular sentences for effect.</p> <p>Uses punctuation associated with parenthesis, eg. Pair of commas /and begin to use brackets</p> <p>Independently use all internal punctuation within speech</p>	<p>Independently use punctuation associated with parenthesis eg. Pair of commas/ brackets</p> <p>Developing confidence with using alternative punctuation to separate two main clauses eg – semi-colon/ colon</p>	<p>Begins to use the passive voice</p> <p>Independently use punctuation associated with parenthesis eg. Pair of commas/ brackets and begin to use dashes</p> <p>Maintains a range of tenses mostly successfully, even when alterations in tense are required</p>	<p>Independently use all punctuation associated with parenthesis eg. Pair of commas/ pair of dashes/ brackets</p> <p>Independently use alternative punctuation to separate two main clauses eg semi-colon/ colon</p>

		<p>Uses commas to separate clauses and avoid ambiguity</p> <p>Independently use all punctuation associated with dialogue</p> <p>Proof-read for spelling and punctuation errors</p>	<p>and settings in what pupils have read, listened to or seen performed.</p> <p>Begin to understand the appropriate grammar and vocabulary for a text type.</p> <p>Use headings, bullet points, underlining</p> <p>Evaluate and edit by; -assessing the effectiveness of their own and others' writing -proof-read for spelling and punctuation errors</p> <p>Uses a pair of commas to punctuate parenthesis</p> <p>Plan writing by; Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own writing</p> <p>Independently identify how authors have developed characters and settings and compare these across different texts</p> <p>Precising longer passages</p> <p>Using further organizational and presentational devise to structure text and to guide the reader</p>	<p>Begins to use alternative punctuation to separate two main clauses eg, semi-colon/ colon in narratives, describing settings, characters and atmosphere.</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>When tense is varied, it is appropriate to the writing</p> <p>Writes dialogue accurately and independently</p> <p>Integrating dialogue to convey character and advance the action</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p>	<p>Begin to build cohesion within and across paragraphs</p> <p>Includes parenthesis within sentences</p> <p>Controls a varied range of sentences, including parenthesis</p> <p>Uses a range of punctuation to demarcate parenthesis independently</p> <p>Uses semi-colons and colons to separate clauses</p> <p>Using a wide range of devices to build cohesion within and across paragraphs</p>	<p>eg - shifts between past and present</p> <p>Evaluate and edit by assessing the effectiveness of their own and others; writing</p>	<p>Uses single inverted commas to cite a quotation</p>
	Text Building	<p>With developing independence, organize information from beginning to end, using meaningful paragraphs Use organizational devices to structure non-narrative texts eg. Heading/ underlining/ bullet points</p> <p>Independently organise information from beginning</p>	<p>With adult model, begin to write a precis of longer passages.</p> <p>Sustain and adjust tense accurately through the piece.</p> <p>Write a summary of longer passages</p> <p>Use organisation devices to structure</p>	<p>With increasing independence, organise information from beginning to end, using meaningful paragraphs</p> <p>Maintain cohesion through judicious vocabulary choices, according to the content and purpose of the piece</p> <p>Link ideas across</p>	<p>Select from a range of conjunctions and adverbials, to achieve fluency and cohesion through the piece; link ideas across paragraphs using adverbials of time or place eg; later, nearby; or tense choices</p> <p>Ensure consistent ad correct use of tense through</p>	<p>Know and use the features of a range of genres</p> <p>Sometimes independently, write poetry in different forms using models to guide and inspire</p> <p>Confidently use the features of a wide range of genres across narrative and non narrative forms</p>	<p>Independently organise information from beginning to end, using meaningful paragraphs</p> <p>Write a wider range of poetry in different forms eg- rhyming/ narrative poem/ mood poem/ poems which include change of structure/ riddle etc</p>

		to end, using meaningful paragraphs	narrative texts eg, columns or tables to structure texts	paragraphs using a wider range of cohesive devices to achieve fluency and cohesion eg; repetition of word or phrase; grammatical connections eg; use of adverbials such as on the other hand, in contrast, as a consequence and ellipsis	the piece		
	Authorial Effect	<p>Communicate coherently and effectively with increased confidence, independence and audience awareness</p> <p>Use other similar writing as models for their own</p> <p>Plan writing noting and developing initial ideas</p> <p>Begin to experiment with and discuss vocabulary and effect when writing poetry</p> <p>With support proof-read for clarity of meaning and effect</p> <p>Communicate coherently and effectively with increased confidence, independence and audience awareness.</p> <p>Independently identify purpose and potential audience and the intended effect of their writing upon them</p>	<p>Draft and write, selecting appropriate vocabulary and grammar to suit purpose and audience</p> <p>Describe setting, character, atmosphere, using well chosen vocabulary</p> <p>Read work aloud to check its intended effect.</p> <p>Use precise, nuanced or figurative vocabulary, whether to inform, interest or entertain the reader</p> <p>Explore the effect of their poetry on the reader</p> <p>Use further organizational devices to guide the reader</p>	<p>Begin to write in formal ways -with adult support, integrate dialogue to convey character and advance the action</p> <p>-structure the text to guide the reader</p> <p>Working more independently proof-read for clarity of meaning and effect</p> <p>Plan writing, noting and developing ideas, either independently or through peer discussion</p>	<p>Communicate coherently and effectively with increased confidence, independence and audience awareness</p> <p>-identify audience/ different possible audience</p> <p>Draw on reading and research to select context and vocabulary</p>	<p>Identify purpose and how the pupil intends to affect that audience</p> <p>Experiment with and discuss vocabulary and effect when writing poetry</p> <p>Proof-read for clarity of meaning and effect</p>	<p>With increasing confidence and adult support, integrate dialogue to convey character and advance the action</p> <p>Independently proof-read for clarity of meaning and effect</p> <p>Draft and write, selecting appropriate level of formality, register and voice according to the purpose and audience</p>



## English Spoken Language – Years 1-6

National Curriculum	Frittenden Primary Expectations
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• listen and respond appropriately to adults and their peers</li> <li>• ask relevant questions to extend their understanding and knowledge</li> <li>• use relevant strategies to build their vocabulary</li> <li>• articulate and justify answers, arguments and opinions</li> <li>• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• speak audibly and fluently with an increasing command of Standard English</li> <li>• participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>• gain, maintain and monitor the interest of the listener(s)</li> <li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>• select and use appropriate registers for effective communication.</li> </ul>	<p>Children move from experiencing and participating in informal talk to formal talk during their time at Frittenden Primary.</p> <p>Children in year 1 should be involved in:</p> <ul style="list-style-type: none"> <li>• Paired and group talk</li> <li>• Oral rehearsal for writing (Talk for Writing)</li> <li>• Presenting in front of groups and the class</li> <li>• Listening to and responding to others</li> </ul>

## Grammar and Punctuation – Dahl Class

	<p style="text-align: center;">‘I can’ The skills I have learnt...</p>	<p style="text-align: center;">‘I know’ The knowledge I have...</p>
Term 1 and 2 Constructing Sentences	<p>Construct a simple sentence (or single- clause sentence).</p> <p>Leave spaces between words.</p> <p>Combine <b>words</b> to make <b>sentences</b> (orally and in writing).</p> <p>Sequence <b>sentences</b> to form short narratives. Recognise a full stop.</p> <p>Orally rehearse sentences.</p> <p>Punctuate either orally or with an action.</p> <p>Ask and answer questions about the information included.</p> <p>Talk about the sentences I have written and why they are sentences.</p> <p>Write a sequence of sentences in fiction and information.</p> <p>Use co-ordination and subordination. <b>Subordination</b> (<i>when, if that, because</i>) and <b>co-ordination</b> (using <i>or, and, but</i>).</p> <p>Join two sentences together using the words <i>and, or, but</i>. When this happens, we have constructed one sentence with two clauses (a compound sentence).</p> <p>Extend sentences using subordinating conjunctions such as <i>when, if, that, because</i> and be able to talk about how they affect the meaning of the sentence.</p> <p>Use apostrophes for contracted forms.</p>	<ul style="list-style-type: none"> <li>• We write in units of meaning called sentences.</li> <li>• A sentence contains information about someone or something that ‘does’, ‘is’ or ‘has’ something. It may include where, when or how this happens.</li> <li>• When we write a sentence, we start with a capital letter and end with a full stop.</li> </ul> <p>Key vocabulary: letter, capital letter, word, sentence, punctuation, full stop</p> <ul style="list-style-type: none"> <li>• The meaning of these conjunctions: <i>and</i> = addition, <i>but</i> = contrast, <i>or</i> = alternative.</li> <li>• When a subject is repeated, it can be replaced with a pronoun or omitted (e.g. <i>George loves chocolate but (he) hates ice cream.</i>)</li> <li>• That <i>when, if, because</i> (and others) can start sentences. <b>Use co-ordination (or/and/but) and some subordination (when/if/that/ because).</b></li> </ul> <p><b>Key vocabulary:</b> compound, conjunction, apostrophe</p>

Term 3 Sentence Types	<p>Recognise different sentences types</p> <p>Use capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>.</p> <p>Use capital letters for names and for the personal <b>pronoun</b>.</p> <p>Recognise sentence types.</p> <p>Explain how the grammatical patterns in a sentence indicate its function as a <b>statement, question, exclamation</b> or <b>command</b>.</p> <p>Use capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>. Talk about what makes sentences different. Tell the difference between questions and exclamations beginning with <i>what</i> and <i>how</i>.</p> <p><b>Use different sentences with different forms in their writing (statements, questions, exclamations and commands). Demarcate most sentences with capital letters and full stops and with some use of question marks and exclamation marks.</b></p>	<p>There are different types of sentences, which have different end punctuation.</p> <p><b>Key vocabulary:</b> letter, capital letter, word, sentence, punctuation, full stop, question mark, exclamation mark</p> <ul style="list-style-type: none"> <li>• There are different ways of forming a sentence <ul style="list-style-type: none"> <li>– questions, statements, exclamations, commands.</li> </ul> </li> <li>• Questions can be constructed in different ways.</li> <li>• How different sentence types are punctuated.</li> </ul> <p><b>Key vocabulary:</b> statement, question, exclamation, command, compound,</p>
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Term 4 Verbs	<p>Add <b>Suffixes</b> to <b>verbs</b> where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>).</p> <p>Use the <b>prefix</b> <i>un-</i> to change the meaning of <b>verbs</b> (<i>undo, untie</i>).</p> <p>Begin to understand the concept of present and past tense.</p> <p>(Note: links to spelling and writing)</p> <p>Form <b>nouns</b> using <b>suffixes</b> such as <i>-ness, -er</i> by compounding (for example, <i>whiteboard, superman</i>).</p> <p>Form <b>adjectives</b> using <b>suffixes</b> such as <i>-ful, -less</i>.</p> <p>Use the <b>suffixes</b> <i>-er, -est</i> in <b>adjectives</b>.</p> <p>Construct a noun phrase using determiners, adjectives and nouns (e.g. <i>My naughty, mean sister</i>).</p> <p>Use expanded <b>noun phrases</b> for description and specification (for example, <i>the blue butterfly, plain flour, the man in the moon</i>).</p> <p>Use commas to separate items in a list and in noun phrases.</p> <p>Use apostrophes to mark singular possession in nouns (for example, <i>the girl's name</i>).</p> <p>Explain how hyphens can be used to avoid ambiguity (for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or</p>	<ul style="list-style-type: none"> <li>That a sentence contains information about someone or something that 'does', 'is' or 'has' something.</li> </ul> <p><b>Key vocabulary:</b> letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p> <ul style="list-style-type: none"> <li>A group of words can work together to fill the noun slot in a sentence and that this is called a <i>noun phrase</i>.</li> <li>Noun phrases can be replaced with a pronoun.</li> <li>How adjectives can be used in different places in a sentence, such as before the noun (<i>My naughty sister</i>) and after the verb (<i>My sister is naughty</i>).</li> <li>Adding suffixes to a word can change the meaning and/or the word class (e.g. <i>happy – happiness, climb – climber, play – playful</i>) and how nouns can be formed by compounding.</li> <li>The difference between adding an <i>s</i> for a plural and adding an apostrophe <i>s</i> for singular possession.</li> </ul>
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	<p>recover versus re-cover). (Although <i>hyphen</i> is terminology in Year 6. This punctuation mark will be used in word work and writing from Year 2 onwards).</p>	
Term 5 Nouns and Phrases	<p>Recognise regular <b>plural noun suffixes</b> -s or -es (for example, <i>dog, dogs; wish, wishes</i>), including the effects of these suffixes on the meaning of the noun.</p> <p>Explain how the <b>prefix un-</b> changes the meaning of ... <b>adjectives</b> (<i>negation</i>, for example, <i>unkind</i>).</p> <p>Use -ly in standard English to turn adjectives into adverbs.</p>	<ul style="list-style-type: none"> <li>• What the nouns in sentences are and how to form the plurals (link to spelling teaching).</li> <li>• Nouns can be people, places or things.</li> <li>• Adjectives can be added to a noun to add more detail.</li> <li>• Opposites can be created by adding the prefix <i>un-</i> to adjectives.</li> </ul> <p><b>Key vocabulary:</b> letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p> <ul style="list-style-type: none"> <li>• The suffix -ly makes a word that describes how or when something happens (linked to the verb) in a sentence (e.g. <i>quickly, suddenly, happily</i>).</li> <li>• An adverb can add detail to a sentence.</li> </ul> <p><b>Key vocabulary:</b> noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb</p>

<p>Term 6 Co-ordination and Subordination</p>	<p>Use co-ordination and subordination Use joining words and joining clauses using <i>and</i>. Orally rehearse sentences.</p> <p>Punctuate either orally or with an action.</p> <p>Use the correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing.</p> <p>Identify if a verb is written in the past or present tense.</p> <p>Use the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress (for example, <i>she is drumming, he was shouting</i>).</p> <p>Use <b>Apostrophes</b> to mark where letters are missing in spelling.</p>	<ul style="list-style-type: none"> <li>• We can use <i>and</i> to add two words together in a sentence, when those two things are acting or being affected in the same way (e.g. <i>Jack and Jill went up the hill</i>. Both Jack and Jill are acting in the same way. <i>Fred was tired and hungry</i>).</li> <li>• We can join two sentences together using the word <i>and</i>. When this happens we only need one full stop at the end.</li> <li>• This word means we are adding information.</li> <li>• That although these structures occur in a 'stream' in speech, it is important not to use too many clauses in one sentence.</li> </ul> <p><b>Key vocabulary:</b> letter, capital letter, word, sentence, punctuation, full stop</p> <ul style="list-style-type: none"> <li>• Any verb can be written in a different tense.</li> <li>• The verb in a sentence is frequently more than one word (a verb phrase).</li> <li>• There are different ways of expressing the past and present tense e.g. past simple and past progressive (he ran, he was running), present simple and present progressive (<i>he runs, he is running</i>).</li> <li>• How to use the verb <i>to be</i> to create the progressive forms.</li> </ul> <p><b>Key vocabulary:</b> noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma</p>
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## Grammar and Punctuation – Wells Class

	‘I can’ The skills I have learnt...	‘I know’ The knowledge I have...
Term 1 and 2 Constructing Sentences	<p>Use and understand the terms <i>conjunction</i>, <i>clause</i> and <i>subordinate clause</i> when discussing sentence construction.</p> <p>Recognise where the sentence ends and punctuate accurately.</p> <p>Understand and discuss how different sentence constructions can be used for effect within texts.</p> <p>Express time, place and cause using <b>conjunctions</b> (<i>when, before, after, while, so, because</i>).</p>	<ul style="list-style-type: none"> <li>• How to punctuate complex sentences using commas to mark clauses where the sentence begins with the subordinate clause.</li> <li>• The meanings of conjunctions and can use a wide range.</li> <li>• The order of clauses can be manipulated for effect.</li> </ul> <p><b>Year 3 key vocabulary:</b> adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or speech marks)</p> <p><b>Year 4 key vocabulary:</b> determiner, pronoun, possessive pronoun, adverbial</p>
Term 3 Sentence Type	<p>Understand the conventions used to demarcate speech in writing</p> <ul style="list-style-type: none"> <li>• Inverted commas around all words spoken, with punctuation at the end of the speech.</li> <li>• End punctuation within inverted commas.</li> <li>• Use of comma following reporting clause where it starts the sentence (<i>The conductor shouted, ‘Sit down!’</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• All four sentence types can be used in dialogue.</li> <li>• How questions can be used for different purposes in information texts.</li> </ul> <p><b>Year 3 key vocabulary:</b> adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or speech marks)</p> <p><b>Year 4 key vocabulary:</b> determiner, pronoun, possessive pronoun, adverbial</p>
Term 4 Nouns and Noun Phrases	<p>Form <b>nouns</b> using a range of <b>prefixes</b> (for example, <i>super-</i>, <i>anti-</i>, <i>auto-</i>).</p> <p><b>Use word families</b> based on common <b>words</b>, showing how words are related in form and meaning (for example, <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>).</p>	<ul style="list-style-type: none"> <li>• Different ways that nouns are formed (e.g. with prefixes) and how other words are related in word families.</li> <li>• The grammatical difference between <b>plural</b> and <b>possessive s</b>.</li> <li>• How to use <i>a/an</i> correctly.</li> <li>• That nouns can be expanded before and after the main noun (pre- and post-modification).</li> <li>• That determiners are part of the noun phrase and use a wide range, for example numbers, possessives, articles, etc.</li> <li>• That one of the uses of prepositional phrases is to add information about a noun after the noun (e.g. <i>The glistening, grey</i>)</li> </ul>

	<p>Use the <b>forms</b> <i>a</i> or <i>an</i> according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b>.</p> <p>Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (for example the strict maths teacher with curly hair). Select an appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid cohesion and avoid repetition. Indicate possession by using the possessive apostrophe with plural nouns.</p>	<p><i>dragon <b>with enormous wings</b>... The sheep <b>in the field</b> were grazing contentedly, His multi- coloured cloak <b>of many colours</b>...).</i></p> <ul style="list-style-type: none"> <li>How to link ideas across a text and avoid unnecessary repetition through the use of nouns and pronouns.</li> </ul> <p><b>Year 3 key vocabulary:</b> adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or speech marks)</p> <p><b>Year 4 key vocabulary:</b> determiner, pronoun, possessive pronoun, adverbial</p>
Term 5 Adverbials	<p>Express time, place and cause using <b>adverbs</b> or <b>prepositions</b>.</p> <p>Use of commas after <b>fronted adverbials</b>.</p>	<ul style="list-style-type: none"> <li>A word or phrase can fill the adverbial slot in a sentence.</li> <li>Generally adverbials express how, when or where, but can also express cause, purpose and reason.</li> <li>Adverbials can be moved into different places in a sentence for effect.</li> <li>Most adverbial phrases begin with a preposition and are therefore also prepositional phrases (e.g. <b>Before tea</b>, <i>I had eaten too many sweets. My holiday was ruined <b>because of the rain</b>.</i>)</li> <li>Commas need to be used after fronted adverbials.</li> </ul> <p><b>Year 3 key vocabulary:</b> adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or speech marks)</p> <p><b>Year 4 key vocabulary:</b> determiner, pronoun, possessive pronoun, adverbial</p>
Term 6 Verbs	<p>Use the <b>present perfect</b> form of <b>verbs</b> instead of the simple past (for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>).</p>	<ul style="list-style-type: none"> <li>How the present perfect expresses a different meaning.</li> <li>The perfect form of the verb can also be expressed in the past perfect (e.g. <i>I had played the piano for the last time.</i>)</li> </ul>



		<p><b>Year 3 key vocabulary:</b> adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or speech marks)</p> <p><b>Year 4 key vocabulary:</b> determiner, pronoun, possessive pronoun, adverbial</p>
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## Grammar and Punctuation - Shakespeare Class

	'I can' The skills I have learnt...	'I know' The knowledge I have...
Term 1 and 2 Constructing Sentences	<p>Use <b>commas</b> to clarify meaning or avoid ambiguity. Use <b>hyphens</b> to avoid ambiguity.</p> <p>Use the semi- colon, colon and dash, to mark the boundary between independent <b>clauses</b>.</p> <p>Use <b>brackets, dashes</b> or <b>commas</b> to indicate parenthesis. Explain the difference between structures typical of informal and formal speech, and writing. Select vocabulary and grammatical structures that reflect the level of formality required mostly correctly.</p> <p>Use a wide range of clause structures, sometimes varying their position within the sentence. Use inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and makes some correct use of semi-colons, dashes, colons and hyphens.</p>	<ul style="list-style-type: none"> <li>• Different forms of punctuation can be used within and between sentences.</li> <li>• Understand and discuss how punctuation choices enhance the meaning of the text.</li> <li>• Understand how variation in sentence construction can add to the effectiveness of text in different ways (e.g. the use of multi-clause sentences in more formal/technical texts and the use of non-finite clauses in subordinate structures).</li> </ul> <p><b>Year 5 key vocabulary:</b> modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p> <p><b>Year 6 key vocabulary:</b> Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>
Term 3 Sentence Type	<p>Explain the difference between structures typical of informal and formal speech, and writing. Use question tags in informal structures (e.g. <i>She's lovely, isn't she?</i>)</p> <p>Select vocabulary and grammatical structures that reflect the level of formality required mostly correctly.</p> <p>Use inverted commas, commas</p>	<ul style="list-style-type: none"> <li>• The impact of the use of questions in different text types, such as rhetorical questions and asides to the reader.</li> <li>•</li> </ul> <p><b>Year 5 key vocabulary:</b> modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p> <p><b>Year 6 key vocabulary:</b> Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>

	<p>for clarity, and punctuation for parenthesis mostly correctly, and makes some correct use of semi-colons, dashes, colons and hyphens.</p> <p>Use a colon to introduce a list. Punctuate bullet points consistently.</p>	
Term 4 Nouns and Noun Phrases	<p>Use <b>relative clauses</b> beginning with <i>who, which, where, when, whose, that</i>, or an omitted relative pronoun.</p> <p>Use commas to clarify meaning or avoid ambiguity. Explain how words are related by meaning as synonyms and antonyms (for example, <i>big, large, little</i>).</p> <p>Use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision.</p>	<ul style="list-style-type: none"> <li>Noun phrases can also include relative clauses (e.g. <b><i>The glistening dragon, which guarded the treasure</i></b>, was snoring loudly.)</li> <li>Relative clauses are constructed using the relative pronouns <i>who, which, where, when, whose, that</i> or an omitted relative pronoun (e.g. <b><i>The morning (when) I arrived in London</i></b> was dark and gloomy.)</li> <li>Relative clauses are subordinate clauses which may or maynot be embedded (e.g. <i>The Knight rescued <b>the maiden, who was very relieved.</b></i>)</li> <li>Commas are used with relative clauses: <ul style="list-style-type: none"> <li>before and after the clause for adding additional information (e.g. <i>The chocolates, which were made by Thorntons, were eaten quickly.</i>)</li> <li>no comma when identifying which noun you are talking about (defining) (e.g. <i>The chocolates that were made by Thorntons were eaten quickly.</i>)</li> </ul> </li> <li>Cohesion can be created through variation of vocabulary, using synonyms, near synonyms, antonyms, generalisations (e.g. <i>cats/big cats/these animals</i>).</li> </ul> <p><b>Year 5 key vocabulary:</b> modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p> <p><b>Year 6 key vocabulary:</b> Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>

Term 5 Adverbials	<p>Indicate degrees of possibility using <b>adverbs</b> (for example, <i>perhaps, surely</i>).</p> <p>Link ideas across paragraphs using <b>adverbials</b> of time, place and number (for example, <i>later, nearby, secondly</i>). In Y6 the use of adverbials <i>on the other hand, in contrast, as a consequence</i>.</p> <p>Use adverbs and preposition phrases effectively to add detail, qualification and precision.</p> <p>Use a range of cohesive devices, including adverbials, within and across sentences and paragraphs.</p>	<ul style="list-style-type: none"> <li>• Adverbs and adverbials help to maintain cohesion across a text</li> <li>• Adverbs can help to indicate degrees of possibility (e.g. <i>Perhaps the burglary was planned. He would probably return. Clearly the war was inevitable.</i>)</li> <li>• Different text types require different adverbials to maintain cohesion (e.g. in persuasion we may use the adverbials as a consequence, clearly, inevitably, etc.)</li> </ul> <p><b>Year 5 key vocabulary:</b> modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p> <p><b>Year 6 key vocabulary:</b> Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>
Term 6 Verbs	<p>Indicate degrees of possibility using <b>modal verbs</b> (for example, <i>might, should, will, must</i>).</p> <p>Use the <b>passive</b> to affect the presentation of information in a <b>sentence</b> (for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me).</i>)</p> <p>Link ideas across paragraphs using tense choices (for example, <i>he <b>had</b> seen her before</i>).</p> <p>Use passive and modal verbs mostly appropriately.</p> <p>Use the perfect form of verbs to mark relationships of time and cause</p>	<ul style="list-style-type: none"> <li>• The range of modal forms.</li> <li>• How modal verbs express shades of meaning, particularly degrees of possibility and certainty (e.g. <i>may</i> versus <i>will</i>: <i>I may come and see you. / I will come and see you. / I should come and see you.</i>)</li> <li>• Apostrophes are used for contraction in some verb forms.</li> <li>• In the passive form, the subject and object are reversed in the sentence, distancing the subject from the action (e.g. <i>The wall was painted (by the pupils).</i>)</li> <li>• The passive voice is formed using any tense of the verb to be and the past participle (e.g. <i>He was taken to the police station. / She will be taken to the police station.</i>)</li> </ul>

		<ul style="list-style-type: none"> <li>• Explain how the passive form can be used for particular effect in both narrative and information texts.</li> <li>• Use structures for formal speech and writing, including the subjunctive.</li> </ul> <p><b>Year 5 key vocabulary:</b> modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p> <p><b>Year 6 key vocabulary:</b> Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>
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