

## English Progression Map

### Reception

<p><b>Reading</b></p>	<ul style="list-style-type: none"> <li>• Enjoys rhyming and rhythmic activities.</li> <li>• Shows awareness of rhyme and alliteration.</li> <li>• Recognises rhythm in spoken words.</li> <li>• Listens to and joins in with stories and poems, one-to-one and also in small groups.</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>• Beginning to be aware of the way stories are structured.</li> <li>• Suggests how the story might end.</li> <li>• Listens to stories with increasing attention and recall.</li> <li>• Describes main story settings, events and principal characters.</li> <li>• Shows interest in illustrations and print in books and print in the environment.</li> <li>• Recognises familiar words and signs such as own name and advertising logos.</li> <li>• Looks at books independently.</li> <li>• Handles books carefully.</li> <li>• Knows information can be relayed in the form of print.</li> <li>• Holds books the correct way up and turns pages.</li> <li>• Knows that print carries meaning and, in English, is read from left to right and top to bottom.</li> <li>• Continues a rhyming string.</li> <li>• Hears and says the initial sound in words.</li> <li>• Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</li> <li>• Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>• Begins to read words and simple sentences.</li> <li>• Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> <li>• Enjoys an increasing range of books.</li> <li>• Knows that information can be retrieved from books and computers.</li> </ul> <p>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>
<p style="text-align: center;"><b>Writing (Talk for Writing)</b></p> <ul style="list-style-type: none"> <li>• Sometimes gives meaning to marks as they draw and paint.</li> <li>• Ascribes meanings to marks that they see in different places.</li> <li>• Gives meaning to marks they make as they draw, write and paint.</li> <li>• Begins to break the flow of speech into words.</li> </ul>	

<ul style="list-style-type: none"> <li>• Continues a rhyming string.</li> <li>• Hears and says the initial sound in words.</li> <li>• Can segment the sounds in simple words and blend them together.</li> <li>• Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>• Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>• Writes own name and other things such as labels, captions.</li> <li>• Attempts to write short sentences in meaningful contexts.</li> </ul> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	
Term 1	<p>Fiction – We're going on a bear hunt</p> <p>Non-Fiction – the human body – labelling/drawing</p>
Term 2	<p>Poetry – Shape poems (stars/Christmas theme)</p> <p>Fiction – Nativity story - cards</p>
Term 3	<p>Fiction – 3 little pigs – Wanted posters</p> <p>Non-Fiction – Instructions – how to grow a dinosaur</p>
Term 4	<p>Fiction – Smartest Giant in town – narrative recount</p> <p>Poetry - Nursery Rhymes</p>
Term 5	<p>Fiction – Fairytales</p> <p>Non-Fiction - instruction</p>
Term 6	<p>Fiction – Elmer – passport to year one</p> <p>Poetry – Teddy's Bears Picnic</p>

## Year 1

Reading	Spelling	Handwriting and Presentation	Speaking and Listening
<ul style="list-style-type: none"> <li>▪ apply phonic knowledge and skills as the route to decode words</li> <li>▪ respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes,</li> </ul>	<ul style="list-style-type: none"> <li>▪ words containing each of the 40+ phonemes already taught</li> <li>▪ common exception words</li> <li>▪ the days of the week</li> </ul>	<ul style="list-style-type: none"> <li>▪ sit correctly at a table, holding a pencil comfortably and correctly</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pupils will be taught to:</li> <li>▪ listen and respond appropriately to adults and their peers</li> <li>▪ ask relevant questions to extend their understanding and knowledge</li> </ul>

<p>including, where applicable, alternative sounds for graphemes</p> <ul style="list-style-type: none"> <li>▪ read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>▪ read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>▪ read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> <li>▪ read other words of more than one syllable that contain taught GPCs</li> <li>▪ read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li> <li>▪ read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> <li>▪ re-read these books to build up their fluency and confidence in word reading</li> </ul> <p><b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b></p> <ul style="list-style-type: none"> <li>▪ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>▪ being encouraged to link what they read or hear read to their own experiences</li> <li>▪ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>▪ recognising and joining in with predictable phrases</li> </ul>	<ul style="list-style-type: none"> <li>▪ naming the letters of the alphabet in order</li> <li>▪ using letter names to distinguish between alternative spellings of the same sound</li> <li>▪ using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>▪ using the prefix un–</li> <li>▪ using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</li> </ul> <p><b>Apply simple spelling rules and guidance, as listed in <a href="#">English Appendix 1</a></b></p> <p><b>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</b></p> <p><b>Write sentences by:</b></p> <ul style="list-style-type: none"> <li>▪ saying out loud what they are going to write about</li> </ul>	<ul style="list-style-type: none"> <li>▪ begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>▪ form capital letters</li> <li>▪ form digits 0-9</li> <li>▪ understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> </ul>	<ul style="list-style-type: none"> <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>
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<ul style="list-style-type: none"> <li>learning to appreciate rhymes and poems, and to recite some by heart</li> <li>discussing word meanings, linking new meanings to those already known</li> </ul> <p><b>Understand both the books they can already read accurately and fluently and those they listen to by:</b></p> <ul style="list-style-type: none"> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>discussing the significance of the title and events</li> <li>making inferences on the basis of what is being said and done</li> <li>predicting what might happen on the basis of what has been read so far</li> </ul> <p><b>Participate in discussion about what is read to them, taking turns and listening to what others say</b> explain clearly their understanding of what is read to them.</p> <p><b>Text: Can't you sleep little bear?</b></p>	<ul style="list-style-type: none"> <li>composing a sentence orally before writing it</li> <li>sequencing sentences to form short narratives</li> <li>re-reading what they have written to check that it makes sense</li> <li>discuss what they have written with the teacher or other pupils</li> <li>read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>		
Writing (Talk for Writing)			
Term 1	<p><b>Fiction:</b> <i>Tiger who came to tea</i></p> <p><b>Non-fiction:</b> Narrative: Recount (Letter, postcard, diary entry, news report, biography, autobiography, oral presentation)</p> <p><b><u>Text Structure</u></b></p> <ul style="list-style-type: none"> <li>Sequencing sentences to form short narratives</li> <li>Understanding 5 parts to a story</li> </ul> <p><b><u>Sentence Construction</u></b></p> <ul style="list-style-type: none"> <li>Words combining to make sentences – reading/completing/writing sentences</li> </ul> <p><b><u>Word Structure/Language</u></b></p> <ul style="list-style-type: none"> <li>Plural nouns with s</li> <li>Simple determiners</li> </ul>		

	<p><b><u>Punctuation</u></b></p> <ul style="list-style-type: none"> <li>Capital letters</li> <li>Full stops</li> </ul>
Term 2	<p>Poetry: Shape Poems/Calligrams</p> <ul style="list-style-type: none"> <li>The poem usually describes an object</li> <li>The poem is presented in the shape of the object which it is describing</li> <li>The layout may either be the words inside a shape or around the outline of a shape</li> </ul> <p>Non-fiction: Report (Leaflet, poster ,booklet, class big book/ Encyclopaedia page/film)</p> <p><b><u>Text Structure</u></b></p> <ul style="list-style-type: none"> <li>Sequencing sentences to form short narratives</li> </ul> <p><b><u>Sentence Construction</u></b></p> <ul style="list-style-type: none"> <li>Words combining to make sentences – reading/completing/writing sentences</li> <li>Joining words and clauses with simple conjunctions</li> </ul> <p><b><u>Word Structure/Language</u></b></p> <ul style="list-style-type: none"> <li>Plural nouns with es</li> <li>Simple prepositions</li> </ul> <p><b><u>Punctuation</u></b></p> <ul style="list-style-type: none"> <li>Capital letters</li> <li>Full stops</li> <li>Capital letters (proper nouns)</li> </ul>
Term 3	<p>Fiction: Cops and Robbers</p> <p>Poetry: Free Verse</p> <p><b><u>Text Structure</u></b></p> <ul style="list-style-type: none"> <li>Sequencing sentences to form short narratives</li> </ul> <p><b><u>Sentence Construction</u></b></p> <ul style="list-style-type: none"> <li>Words combining to make sentences – reading/completing/writing sentences</li> <li>Joining words and clauses with simple conjunctions</li> </ul> <p><b><u>Word Structure/Language</u></b></p> <ul style="list-style-type: none"> <li>Suffixes added to verbs</li> </ul> <p><b><u>Punctuation Focus</u></b></p> <ul style="list-style-type: none"> <li>Capital letters (proper nouns)</li> </ul>
Term 4	<p>Non-Fiction: Explanation (newspaper or magazine article, a debate, an interview with people of opposing points of view, a letter)</p>

	<p>Fiction: <b>Where the wild things are</b></p> <p><b><u>Text Structure</u></b></p> <ul style="list-style-type: none"> <li>Sequencing sentences to form short narratives</li> </ul> <p><b><u>Sentence Construction</u></b></p> <ul style="list-style-type: none"> <li>Words combining to make sentences – reading/completing/writing sentences</li> <li>Joining words and clauses with simple conjunctions</li> <li>-ly openers</li> </ul> <p><b><u>Word Structure/Language</u></b></p> <ul style="list-style-type: none"> <li>Prefix un with adjectives</li> <li>Prefix un with verbs</li> <li>Simple prepositions</li> </ul> <p><b><u>Punctuation</u></b></p> <ul style="list-style-type: none"> <li>Exclamation marks</li> <li>Question marks</li> </ul>
Term 5	<p>Poetry: <b>Riddles</b></p> <ul style="list-style-type: none"> <li>The poem describes a noun but does not name it</li> <li>The last line usually directly addresses the reader and uses a question</li> <li>The mood of the poem is light hearted</li> </ul> <p>Non-Fiction: <b>Instructions</b> (step-by-step list of instructions with diagrams to help the reader, flow-chart with numbered steps and diagrams, booklet to put in a game, demonstration video, Big Book of recipes or craft projects)</p> <p><b><u>Text Structure</u></b></p> <ul style="list-style-type: none"> <li>Sequencing sentences to form short narratives</li> </ul> <p><b><u>Sentence Construction</u></b></p> <ul style="list-style-type: none"> <li>Words combining to make sentences – reading/completing/writing sentences</li> <li>Joining words and clauses with simple conjunctions</li> <li>-ly openers</li> </ul> <p><b><u>Word Structure/Language</u></b></p> <ul style="list-style-type: none"> <li>Plural nouns</li> <li>Suffixes added to verbs</li> </ul> <p><b><u>Punctuation Focus</u></b></p> <ul style="list-style-type: none"> <li>Capital letters</li> <li>Full Stops</li> <li>Exclamation marks</li> </ul>

	<ul style="list-style-type: none"> <li>Question marks</li> </ul>
Term 6	<p><b>Fiction</b> Avocado Baby  <b>Poem:</b> Free Verse  <b>Text Structure</b></p> <ul style="list-style-type: none"> <li>Sequencing sentences to form short narratives</li> </ul> <p><b>Sentence Construction</b></p> <ul style="list-style-type: none"> <li>Words combining to make sentences – reading/completing/writing sentences</li> <li>Joining words and clauses with simple conjunctions</li> </ul> <p><b>Word Structure/Language</b></p> <ul style="list-style-type: none"> <li>Prefix un with adjectives</li> <li>Prefix un with verbs</li> </ul> <p><b>Punctuation Focus</b></p> <ul style="list-style-type: none"> <li>Capital letters</li> <li>Full Stops</li> <li>Exclamation marks</li> <li>Question marks</li> </ul>

## Year 2

Reading	Spelling	Handwriting and Presentation	Speaking and Listening
<ul style="list-style-type: none"> <li>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>read accurately words of two or more syllables that contain the same graphemes as above</li> <li>read words containing common suffixes</li> </ul>	<ul style="list-style-type: none"> <li>Phase 5 GPCs including polysyllabic words. Homophones (<i>sea/see</i> and <i>be/bee</i>)</li> <li>Strategies at the point of writing: using a GPC chart</li> <li>Strategies for learning words: using spelling journals.</li> <li>Using segmentation strategy for learning selected words</li> <li>Homophones (<i>blue/blew</i>)</li> <li>Strategies at the point of writing: using the environment</li> </ul>	<ul style="list-style-type: none"> <li>form lower-case letters of the correct size relative to one another</li> <li>start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> </ul>	<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> </ul>

<ul style="list-style-type: none"> <li>▪ read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>▪ read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>▪ read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>▪ re-read these books to build up their fluency and confidence in word reading.</li> </ul> <p><b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b></p> <ul style="list-style-type: none"> <li>▪ listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> <li>▪ discussing the sequence of events in books and how items of information are related</li> <li>▪ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>▪ being introduced to non-fiction books that are structured in different ways</li> <li>▪ recognising simple recurring literary language in stories and poetry</li> <li>▪ discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>▪ discussing their favourite words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>▪ Strategies for learning words: highlighting the tricky part in common exception words</li> <li>▪ Proofreading: using word banks for common exception words</li> <li>▪ Strategies for learning words: polysyllabic and common exception words</li> <li>▪ /aɪ/ spelt 'i' in common</li> <li>▪ exception words (<i>find, kind, mind, behind, child, wild, climb</i>)</li> </ul>	<ul style="list-style-type: none"> <li>▪ write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>▪ use spacing between words that reflects the size of the letters.</li> </ul>	<ul style="list-style-type: none"> <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>
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<ul style="list-style-type: none"> <li>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul> <p><b>Understand both the books that they can already read accurately and fluently and those that they listen to by:</b></p> <ul style="list-style-type: none"> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>making inferences on the basis of what is being said and done</li> <li>answering and asking questions</li> <li>predicting what might happen on the basis of what has been read so far</li> </ul> <p><b>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</b></p> <p><b>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</b></p> <p><b>Text: Flat Stanley and Amazing Grace</b></p>			
<p style="text-align: center;"><b>Writing (Talk for Writing)</b></p> <ul style="list-style-type: none"> <li>develop positive attitudes towards and stamina for writing by:</li> <li>writing narratives about personal experiences and those of others (real and fictional)</li> <li>writing about real events</li> <li>writing poetry</li> <li>writing for different purposes</li> </ul>			

	<ul style="list-style-type: none"> <li>consider what they are going to write before beginning by:</li> <li>planning or saying out loud what they are going to write about</li> <li>writing down ideas and/or key words, including new vocabulary</li> <li>encapsulating what they want to say, sentence by sentence</li> <li>make simple additions, revisions and corrections to their own writing by:</li> <li>evaluating their writing with the teacher and other pupils</li> <li>re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> <li>read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>
Term 1	<p><b>Fiction Hodgeheg</b></p> <p><b>Non-Fiction: Instructions</b> (step-by-step list of instructions with diagrams to help the reader, flow-chart with numbered steps and diagrams, booklet to put in a game, demonstration video, Big Book of recipes or craft projects)</p> <p><b><u>Text Structure</u></b></p> <ul style="list-style-type: none"> <li>Understanding 5 parts to a story</li> <li>Present simple tense</li> <li>Past simple tense</li> </ul> <p><b><u>Sentence Construction</u></b></p> <ul style="list-style-type: none"> <li>Subordination</li> <li>Coordination</li> </ul> <p><b><u>Word Structure/Language</u></b></p> <ul style="list-style-type: none"> <li>Forming nouns</li> <li>Forming adjectives</li> </ul> <p><b><u>Punctuation</u></b></p> <ul style="list-style-type: none"> <li>Capital letters</li> <li>Full stops</li> <li>Exclamation marks</li> </ul>
Term 2	<p><b>Poetry: Free Verse</b></p> <p><b>Non-fiction: Persuasion</b> (Letter, job application, newspaper or magazine article, radio jingle, video recording, oral presentation, advertisement)</p> <p><b><u>Text Structure</u></b></p> <ul style="list-style-type: none"> <li>Present simple tense</li> <li>Past simple tense</li> <li>Endings of more than one sentence</li> </ul> <p><b><u>Sentence Construction</u></b></p>

	<ul style="list-style-type: none"> <li>Noun phrases</li> <li>Sentence forms</li> </ul> <p><b><u>Word Structure/Language</u></b></p> <ul style="list-style-type: none"> <li>Comparative adjectives</li> <li>Superlative adjectives</li> </ul> <p><b><u>Punctuation</u></b></p> <ul style="list-style-type: none"> <li>Capital letters</li> <li>Full stops</li> <li>Exclamation marks</li> </ul>
Term 3	<p><b><u>Fiction Traction Man</u></b></p> <p>Poetry: Diamantes</p> <ul style="list-style-type: none"> <li>The poem is presented in the shape of a diamond</li> <li>The line structure is as follows: <ul style="list-style-type: none"> <li>- Line 1: Beginning subject</li> <li>- Line 2: Two adjectives about line 1</li> <li>- Line 3: Three words or words ending '-ing' about line 1</li> <li>- Line 4: A short phrase about line 1, a short phrase about line 7</li> <li>- Line 5: Three words or words ending '-ing' about line 7</li> <li>- Line 6: Two adjectives about line 7</li> <li>- Line 7: End subject</li> </ul> </li> <li>Precise verbs and adjectives are used in the relevant lines indicated above</li> <li>Each line starts with a capital letter; commas are used between verbs and adjectives; no punctuation at the end of lines</li> </ul> <p><b><u>Text Structure</u></b></p> <ul style="list-style-type: none"> <li>Present progressive tense</li> <li>Past progressive tense</li> </ul> <p><b><u>Sentence Construction</u></b></p> <ul style="list-style-type: none"> <li>Subordination</li> <li>Coordination</li> <li>Noun phrases</li> <li>Sentence forms</li> </ul> <p><b><u>Word Structure/Language</u></b></p> <ul style="list-style-type: none"> <li>Comparative adjectives</li> <li>Superlative adjectives</li> </ul> <p><b><u>Punctuation Focus</u></b></p> <ul style="list-style-type: none"> <li>Exclamation marks</li> </ul>

	<ul style="list-style-type: none"> <li>Question marks</li> </ul>
Term 4	<p><b>Non-Fiction: Discussion</b> (leaflet/flow chart/poster/concertina book/part of a non-chronological text/multimodal text such as a lifecycle, Encyclopaedia page)</p> <p><b>Fiction Not Now Bernard</b></p> <p><b><u>Text Structure</u></b></p> <ul style="list-style-type: none"> <li>Present progressive tense</li> <li>Past progressive tense</li> </ul> <p><b><u>Sentence Construction</u></b></p> <ul style="list-style-type: none"> <li>Subordination</li> <li>Coordination</li> <li>Noun phrases</li> <li>Sentence forms</li> </ul> <p><b><u>Word Structure/Language</u></b></p> <ul style="list-style-type: none"> <li>Forming nouns</li> <li>Forming adjectives</li> <li>Comparative adjectives</li> <li>Superlative adjectives</li> </ul> <p><b><u>Punctuation</u></b></p> <ul style="list-style-type: none"> <li>Capital letters</li> <li>Full stops</li> <li>Exclamation marks</li> <li>Question marks</li> </ul>
Term 5	<p><b>Poetry: Free Verse</b></p> <p><b>Non-Fiction: Explanation</b> (newspaper or magazine article, a debate, an interview with people of opposing points of view, a letter)</p> <p><b><u>Text Structure</u></b></p> <ul style="list-style-type: none"> <li>Appropriate use of simple and progressive past and present tenses</li> </ul> <p><b><u>Sentence Construction</u></b></p> <ul style="list-style-type: none"> <li>Subordination</li> <li>Coordination</li> <li>Noun phrases</li> </ul>

	<ul style="list-style-type: none"> <li>Sentence forms</li> </ul> <p><b><u>Word Structure/Language</u></b></p> <ul style="list-style-type: none"> <li>Compound nouns</li> <li>Singular possessive nouns</li> </ul> <p><b><u>Punctuation Focus</u></b></p> <ul style="list-style-type: none"> <li>Commas</li> <li>Apostrophes</li> </ul>
Term 6	<p>Fiction: <i>Who's afraid of the big book?</i></p> <p>Poetry: Haikus</p> <ul style="list-style-type: none"> <li>Originates from Japan</li> <li>Similar in structure to a Tanka poem</li> <li>The mood of a Haiku is generally serious, and can relate to many themes, including nature or love.</li> <li>Follows a 5,7,5 syllable structure</li> <li>Each line starts with a capital letter</li> </ul> <p><b><u>Text Structure</u></b></p> <ul style="list-style-type: none"> <li>Appropriate use of simple and progressive past and present tenses</li> </ul> <p><b><u>Sentence Construction</u></b></p> <ul style="list-style-type: none"> <li>Subordination</li> <li>Coordination</li> <li>Noun phrases</li> <li>Sentence forms</li> </ul> <p><b><u>Word Structure/Language</u></b></p> <ul style="list-style-type: none"> <li>Compound nouns</li> <li>Singular possessive nouns</li> </ul> <p><b><u>Punctuation Focus</u></b></p> <ul style="list-style-type: none"> <li>Commas</li> <li>Apostrophes</li> </ul>

### Year 3

Reading	Spelling	Handwriting and Presentation	Speaking and Listening
	<ul style="list-style-type: none"> <li>Suffixes</li> </ul>		

<ul style="list-style-type: none"> <li>▪ apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <a href="#">English Appendix 1</a>, both to read aloud and to understand the meaning of new words they meet</li> <li>▪ read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul> <p><b>Develop positive attitudes to reading and understanding of what they read by:</b></p> <ul style="list-style-type: none"> <li>▪ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>▪ reading books that are structured in different ways and reading for a range of purposes</li> <li>▪ using dictionaries to check the meaning of words that they have read</li> <li>▪ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>▪ identifying themes and conventions in a wide range of books</li> <li>▪ preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>▪ discussing words and phrases that capture the reader's interest and imagination</li> <li>▪ recognising some different forms of poetry [for example, free verse, narrative poetry]</li> </ul> <p><b>Understand what they read, in books they can read independently, by:</b></p> <ul style="list-style-type: none"> <li>▪ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>▪ asking questions to improve their understanding of a text</li> </ul>	<ul style="list-style-type: none"> <li>▪ Prefixes</li> <li>▪ Apostrophes for contraction</li> <li>▪ Rarer GPC words ei sound</li> <li>▪ Homophones (brake/break, great/grate, eight/ate, weight/wait, son/sun)</li> <li>▪ Statutory words</li> <li>▪ 's', 'ss(ion/ure)</li> <li>▪ Words with the // sound spelt 'ch' and</li> <li>▪ Homophones</li> </ul>	<ul style="list-style-type: none"> <li>▪ use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>▪ increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</li> </ul>	<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>
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<ul style="list-style-type: none"> <li>▪ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>▪ predicting what might happen from details stated and implied</li> <li>▪ identifying main ideas drawn from more than one paragraph and summarising these</li> <li>▪ identifying how language, structure, and presentation contribute to meaning</li> <li>▪ retrieve and record information from non-fiction</li> <li>▪ participating in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</li> </ul> <p><b>Texts –Georges Marvellous Medicine and Iron Man</b></p>			
<p style="text-align: center;"><b>Writing (Talk for Writing)</b></p> <p><b>Plan their writing by:</b></p> <ul style="list-style-type: none"> <li>▪ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>▪ discussing and recording ideas</li> </ul> <p><b>Draft and write by:</b></p> <ul style="list-style-type: none"> <li>▪ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (<a href="#">English Appendix 2</a>)</li> <li>▪ organising paragraphs around a theme</li> <li>▪ in narratives, creating settings, characters and plot</li> <li>▪ in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> <p><b>Evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>▪ assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>▪ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>▪ proof-read for spelling and punctuation errors</li> </ul> <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><b>Term 1</b></p>	<p><a href="#">Fiction Into the Forest</a></p> <p><a href="#">Non-Fiction: Instructions</a> (step-by-step list of instructions with diagrams to help the reader, flow-chart with numbered steps and diagrams, booklet to put in a game, demonstration video, Big Book of recipes or craft projects)</p>		

	<p><b><u>Text Structure</u></b></p> <ul style="list-style-type: none"> <li>▪ Paragraphs</li> <li>▪ Headings and sub headings</li> </ul> <p><b><u>Sentence Construction</u></b></p> <p>Prepositions</p>
Term 2	<p>Poetry: Free Verse</p> <p>Non-Fiction Persuasion (Letter, job application, newspaper or magazine article, radio jingle, video recording, oral presentation, advertisement)</p> <p><b><u>Text Structure</u></b></p> <ul style="list-style-type: none"> <li>▪ Perfect tense</li> </ul> <p><b><u>Sentence Construction</u></b></p> <ul style="list-style-type: none"> <li>▪ Conjunctions</li> </ul> <p><b><u>Word Structure/Language</u></b></p> <ul style="list-style-type: none"> <li>▪ Formation of nouns</li> <li>▪ Articles</li> <li>▪ More specific technical language to add detail</li> </ul>
Term 3	<p>Fiction Dear Greenpeace</p> <p>Poetry: Free Verse</p> <p><b><u>Text Structure</u></b></p> <ul style="list-style-type: none"> <li>▪ Perfect tense</li> </ul> <p><b><u>Sentence Construction</u></b></p> <ul style="list-style-type: none"> <li>▪ Prepositions</li> <li>▪ Conjunctions</li> </ul> <p><b><u>Word Structure/Language</u></b></p> <ul style="list-style-type: none"> <li>▪ Formation of nouns</li> <li>▪ Articles</li> </ul> <p><b><u>Punctuation</u></b></p> <ul style="list-style-type: none"> <li>▪ Inverted commas</li> </ul>
Term 4	<p>Fiction The True Story of the 3 little pigs</p> <p>Non-Fiction Non-chronological Reports (leaflet/poster/booklet/ class Big Book/Encyclopaedia page, film)</p> <p><b><u>Text Structure</u></b></p> <ul style="list-style-type: none"> <li>▪ Headings and sub headings</li> </ul> <p><b><u>Sentence Construction</u></b></p> <ul style="list-style-type: none"> <li>▪ Adverbs</li> </ul>



	<p><b><u>Word Structure/Language</u></b></p> <ul style="list-style-type: none"> <li>Word families</li> </ul>
Term 5	<p>Poetry: Cherihews</p> <ul style="list-style-type: none"> <li>Four lines in length, Rhyming couplets AABB</li> <li>The subject is usually a character who is named on one of the lines</li> <li>The mood of the poem is comic</li> </ul> <p>Non-fiction: <b>Explanation</b> (newspaper or magazine article, a debate, an interview with people of opposing points of view, a letter)</p> <p><b><u>Text Structure</u></b></p> <ul style="list-style-type: none"> <li>Paragraphs</li> </ul> <p><b><u>Sentence Construction</u></b></p> <ul style="list-style-type: none"> <li>Adverbs</li> </ul> <p><b><u>Word Structure/Language</u></b></p> <ul style="list-style-type: none"> <li>Word families</li> </ul> <p><b><u>Punctuation</u></b></p> <ul style="list-style-type: none"> <li>Inverted commas</li> </ul>
Term 6	<p>Fiction Degas the little Dancer</p> <p>Poetry: Limerick</p> <ul style="list-style-type: none"> <li>Five lines in length and follows the rhyme scheme AABBA</li> <li>Lines 1,2 and 5 have 7-10 syllables</li> <li>Line 3 and 4 have 5-7 syllables</li> <li>The last line should be unusual or far fetched</li> <li>Each line starts with a capital letter. Lines often end in a comma</li> </ul> <p><b><u>Text Structure</u></b></p> <ul style="list-style-type: none"> <li>Paragraphs</li> <li>Perfect tense</li> </ul> <p><b><u>Sentence Construction</u></b></p> <ul style="list-style-type: none"> <li>Adverbs</li> <li>Prepositions</li> <li>Conjunctions</li> </ul> <p><b><u>Word Structure/Language</u></b></p> <ul style="list-style-type: none"> <li>Formation of nouns</li> <li>Articles</li> <li>Word families</li> </ul> <p><b><u>Punctuation</u></b></p>

	<ul style="list-style-type: none"> <li>▪ Inverted commas</li> </ul>
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#### Year 4

Reading	Spelling	Handwriting and Presentation	Speaking and Listening
<ul style="list-style-type: none"> <li>▪ apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <a href="#">English Appendix 1</a>, both to read aloud and to understand the meaning of new words they meet</li> <li>▪ read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul> <p><b>Develop positive attitudes to reading and understanding of what they read by:</b></p> <ul style="list-style-type: none"> <li>▪ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>▪ reading books that are structured in different ways and reading for a range of purposes</li> <li>▪ using dictionaries to check the meaning of words that they have read</li> <li>▪ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>▪ identifying themes and conventions in a wide range of books</li> <li>▪ preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> </ul>	<ul style="list-style-type: none"> <li>▪ Possessive apostrophe with singular proper nouns (Revision)</li> <li>▪ Homophones (peace/piece, main/mane, fair/fare)</li> <li>▪ Statutory words</li> <li>▪ Words with the /eɪ/ sound spelt 'ei', 'eigh' or 'ey' Words with the /ʃ/ sound spelt 'ch' and the /ʌ/ sound spelt 'ou'</li> <li>▪ Apostrophes for possession, including singular and plural (revision)</li> </ul>	<p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>▪ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>▪ choosing the writing implement that is best suited for a task</li> </ul>	<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> </ul>

<ul style="list-style-type: none"> <li>▪ discussing words and phrases that capture the reader's interest and imagination</li> <li>▪ recognising some different forms of poetry [for example, free verse, narrative poetry]</li> </ul> <p><b>Understand what they read, in books they can read independently, by:</b></p> <ul style="list-style-type: none"> <li>▪ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>▪ asking questions to improve their understanding of a text</li> <li>▪ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>▪ predicting what might happen from details stated and implied</li> <li>▪ identifying main ideas drawn from more than one paragraph and summarising these</li> <li>▪ identifying how language, structure, and presentation contribute to meaning</li> <li>▪ retrieve and record information from non-fiction</li> <li>▪ participating in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</li> </ul> <p><b>Text: Bills New Frock and Charlottes Web</b></p>			<ul style="list-style-type: none"> <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>
Writing (Talk for Writing)			

**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 an increasing range of sentence structures ([English Appendix 2](#))
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

**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
- proof-read for spelling and punctuation errors

read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Term 1	<p><b>Fiction</b> <a href="#">The caravan</a></p> <p><b>Non-fiction:</b><a href="#">Explanation</a> (newspaper or magazine article, a debate, an interview with people of opposing points of view, a letter)</p> <p><b><u>Text Structure</u></b></p> <ul style="list-style-type: none"> <li>▪ Paragraphs</li> </ul> <p><b><u>Word Structure/Language</u></b></p> <ul style="list-style-type: none"> <li>▪ Plurals and possessives</li> <li>▪ Noun phrases</li> </ul> <p><b><u>Punctuation</u></b></p> <ul style="list-style-type: none"> <li>▪ Inverted Commas</li> </ul>
Term 2	<p><b>Poetry:</b> <a href="#">Kennings</a></p> <ul style="list-style-type: none"> <li>▪ A 'kenning' is a two word phrase which describes an object, often using a metaphor to do so.</li> <li>▪ Kenning poems are a type of riddle which use kennings to describe something or someone.</li> <li>▪ Each line consists of one kenning. There is no set number of lines in each verse.</li> <li>▪ The kennings should be ordered within the poem with consideration of the impact on the reader.</li> </ul> <p><b>Non-fiction</b> <a href="#">Instructions</a> (step-by-step list of instructions with diagrams to help the reader, flow-chart with numbered steps and diagrams, booklet to put in a game, demonstration video, Big Book of recipes or craft projects)</p> <p><b><u>Text Structure</u></b></p>

	<ul style="list-style-type: none"> <li>Nouns and pronouns</li> </ul> <p><b><u>Sentence Construction</u></b></p> <ul style="list-style-type: none"> <li>Pronouns and nouns</li> <li>Noun phrases</li> </ul> <p><b><u>Word Structure/Language</u></b></p> <ul style="list-style-type: none"> <li>Standard English Verb inflections</li> </ul> <p><b><u>Punctuation</u></b></p> <ul style="list-style-type: none"> <li>Apostrophe of possession</li> </ul>
Term 3	<p>Fiction <i>Why the Whales came</i></p> <p>Poetry: Tetrachys</p> <ul style="list-style-type: none"> <li>The poem is five lines in length.</li> <li>The line structure is as follows: Line 1: 1 syllable; Line 2: 2 syllables; Line 3: 3 syllables; Line 4: 4 syllables; Line 5: 10 syllables.</li> <li>There is no set rhyme scheme.</li> <li>Each line starts with a capital letter and only the last line ends with a full stop.</li> </ul> <p><b><u>Text Structure</u></b></p> <ul style="list-style-type: none"> <li>Paragraphs</li> <li>Nouns and pronouns</li> </ul> <p><b><u>Sentence Construction</u></b></p> <ul style="list-style-type: none"> <li>Determiners</li> <li>Fronted adverbials</li> </ul> <p><b><u>Word Structure/Language</u></b></p> <ul style="list-style-type: none"> <li>Plurals and possessives</li> <li>Standard English Verb inflections</li> </ul> <p><b><u>Punctuation Focus</u></b></p> <ul style="list-style-type: none"> <li>Comma – fronted adverbial</li> <li>Inverted Commas</li> </ul>
Term 4	<p>Fiction <i>Voices in the park</i></p> <p>Non-Fiction: <i>Recount</i> (Letter, postcard, diary entry, news report, biography, autobiography, oral presentation)</p> <p><b><u>Text Structure</u></b></p> <ul style="list-style-type: none"> <li>Paragraphs</li> </ul>

	<ul style="list-style-type: none"> <li>Nouns and pronouns</li> </ul> <p><b><u>Sentence Construction</u></b></p> <ul style="list-style-type: none"> <li>Determiners</li> <li>Fronted adverbials</li> </ul> <p><b><u>Word Structure/Language</u></b></p> <ul style="list-style-type: none"> <li>Plurals and possessives</li> <li>Standard English Verb inflections</li> </ul> <p><b><u>Punctuation</u></b></p> <ul style="list-style-type: none"> <li>Apostrophe of possession</li> </ul>
Term 5	<p>Poetry: Free Verse</p> <p>Non-Fiction: Non-chronological Reports (leaflet/poster/booklet/ class Big Book/Encyclopaedia page, film)</p> <p><b><u>Text Structure</u></b></p> <ul style="list-style-type: none"> <li>Paragraphs</li> <li>Nouns and pronouns</li> </ul> <p><b><u>Sentence Construction</u></b></p> <ul style="list-style-type: none"> <li>Pronouns and nouns</li> <li>Noun phrases</li> <li>Determiners</li> <li>Fronted adverbials</li> </ul> <p><b><u>Word Structure/Language</u></b></p> <ul style="list-style-type: none"> <li>Plurals and possessives</li> <li>Standard English Verb inflections</li> </ul> <p><b><u>Punctuation Focus</u></b></p> <ul style="list-style-type: none"> <li>Inverted Commas</li> <li>Apostrophe of possession</li> <li>Comma – fronted adverbial</li> </ul>
Term 6	<p>Fiction The Firework Makers Daughter</p> <p>Poetry: Free Verse</p> <p><b><u>Text Structure</u></b></p> <ul style="list-style-type: none"> <li>Paragraphs</li> <li>Nouns and pronouns</li> </ul> <p><b><u>Sentence Construction</u></b></p>

	<ul style="list-style-type: none"> <li>▪ Pronouns and nouns</li> <li>▪ Noun phrases</li> <li>▪ Determiners</li> <li>▪ Fronted adverbials</li> </ul> <p><b><u>Word Structure/Language</u></b></p> <ul style="list-style-type: none"> <li>▪ Plurals and possessives</li> <li>▪ Standard English Verb inflections</li> </ul> <p><b><u>Punctuation Focus</u></b></p> <ul style="list-style-type: none"> <li>▪ Inverted Commas</li> <li>▪ Apostrophe of possession</li> <li>▪ Comma – fronted adverbial</li> </ul>
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## Year 5

Reading	Spelling	Handwriting and Presentation	Speaking and Listening
<ul style="list-style-type: none"> <li>▪ apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet</li> </ul> <p><b>Maintain positive attitudes to reading and an understanding of what they read by:</b></p> <ul style="list-style-type: none"> <li>▪ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>▪ reading books that are structured in different ways and reading for a range of purposes</li> <li>▪ increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>▪ recommending books that they have read to their peers, giving reasons for their choices</li> </ul>	<ul style="list-style-type: none"> <li>▪ Plurals (adding ‘-s’, ‘-es’ and ‘-ies’ (revision)</li> <li>▪ Apostrophe for contraction and possession (revision)</li> <li>▪ Use of the hyphen</li> <li>▪ Strategies for learning words: words from statutory and personal spelling lists.</li> <li>▪ Proofreading, focusing on checking words from personal lists</li> <li>▪ Using a dictionary to support learning word roots, derivations and spelling patterns</li> <li>▪ Using dictionaries to create word webs</li> </ul>	<p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>▪ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>▪ choosing the writing implement that is best suited for a task</li> </ul>	<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,</li> </ul>

<ul style="list-style-type: none"> <li>identifying and discussing themes and conventions in and across a wide range of writing</li> <li>making comparisons within and across books</li> <li>learning a wider range of poetry by heart</li> <li>preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul> <p><b>Understand what they read by:</b></p> <ul style="list-style-type: none"> <li>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>asking questions to improve their understanding</li> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>predicting what might happen from details stated and implied</li> <li>summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</li> <li>identifying how language, structure and presentation contribute to meaning</li> <li>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>distinguish between statements of fact and opinion</li> <li>retrieve, record and present information from non-fiction</li> <li>participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li> <li>explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</li> </ul> <p>provide reasoned justifications for their views</p> <p><b>Text: Street Child and Midnight Fox</b></p>	<ul style="list-style-type: none"> <li>Strategies at the point of writing: building new words from known morphemes</li> </ul>		<p>hypothesising, imagining and exploring ideas</p> <ul style="list-style-type: none"> <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 style="text-align: center;"><b>Writing (Talk for Writing)</b></p> <p><b>Plan their writing by:</b></p> <ul style="list-style-type: none"> <li>Identifying the audience for purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> </ul>			



- Noting and developing initial ideas, drawing on reading and research where necessary
- In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

**Draft and write by:**

- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- Describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action (in narratives)
- Precising longer passages
- Using a wide range of devices to build cohesion within and across paragraphs
- Using further organisation and presentation devices to structure text and to guide the reader [for example, headings, bullet points, underlying]

**Evaluate and edit by:**

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

Term 1	<p><u>Fiction Farther</u></p> <p>Non-Fiction = Discussion (leaflet/flow chart/poster/concertina book/part of a non-chronological text/multimodal text such as a lifecycle, Encyclopaedia page)</p> <p><u>Text Structure</u></p> <ul style="list-style-type: none"> <li>▪ Paragraphs</li> </ul> <p><u>Word Structure/Language</u></p> <ul style="list-style-type: none"> <li>▪ Forming verbs</li> </ul> <p><u>Punctuation</u></p> <ul style="list-style-type: none"> <li>▪ Brackets</li> </ul>
Term 2	<p>Poetry: Free Verse</p> <p>Non-Fiction Explanation (newspaper or magazine article, a debate, an interview with people of opposing points of view, a letter)</p> <p><u>Text Structure</u></p> <ul style="list-style-type: none"> <li>▪ Nouns and pronouns</li> </ul> <p><u>Word Structure/Language</u></p> <ul style="list-style-type: none"> <li>▪ Verb prefixes</li> </ul>

	<p><b><u>Punctuation</u></b></p> <ul style="list-style-type: none"> <li>▪ Dashes</li> <li>▪ Commas</li> </ul>
Term 3	<p><b><u>Fiction</u></b> Wolf Brother</p> <p><b><u>Poetry</u></b>: Senryu</p> <ul style="list-style-type: none"> <li>▪ The structure of a senryu is identical to that of a haiku.</li> <li>▪ It is three lines in length.</li> <li>▪ The line structure is as follows: 5,7,5 syllables</li> <li>▪ Each line starts with a capital letter.</li> <li>▪ The last line ends with a full stop; no other punctuation is necessary.</li> <li>▪ Where senryus differ from haikus is in their subject. Senryus are typically about humans rather than concepts such as nature of love</li> </ul> <p><b><u>Text Structure</u></b></p> <ul style="list-style-type: none"> <li>▪ Paragraphs</li> <li>▪ Nouns and pronouns</li> </ul> <p><b><u>Sentence Construction</u></b></p> <ul style="list-style-type: none"> <li>▪ Relative clauses</li> </ul> <p><b><u>Word Structure/Language</u></b></p> <p>Relative pronouns</p> <p><b><u>Punctuation</u></b></p> <ul style="list-style-type: none"> <li>▪ Brackets</li> <li>▪ Dashes</li> </ul>
Term 4	<p><b><u>Recount</u></b> (Letter, postcard, diary entry, news report, biography, autobiography, oral presentation)</p> <p><b><u>Fiction</u></b> Tom's midnight garden</p> <p><b><u>Text Structure</u></b></p> <ul style="list-style-type: none"> <li>▪ Paragraphs</li> <li>▪ Nouns and pronouns</li> </ul> <p><b><u>Sentence Construction</u></b></p> <ul style="list-style-type: none"> <li>▪ Adverbs</li> <li>▪ Modal verbs</li> </ul> <p><b><u>Word Structure/Language</u></b></p> <ul style="list-style-type: none"> <li>▪ Forming verbs</li> <li>▪ Verb prefixes</li> <li>▪ Relative pronouns</li> </ul>

	<p><b><u>Punctuation</u></b></p> <ul style="list-style-type: none"> <li>▪ Dashes</li> <li>▪ Commas</li> </ul>
Term 5	<p>Poetry: Free Verse</p> <p>Non-Fiction Recounts (Letter, postcard, diary entry, news report, biography, autobiography, oral presentation)</p> <p><b><u>Text Structure</u></b></p> <ul style="list-style-type: none"> <li>▪ Paragraphs</li> <li>▪ Nouns and pronouns</li> </ul> <p><b><u>Sentence Construction</u></b></p> <ul style="list-style-type: none"> <li>▪ Relative clauses</li> <li>▪ Adverbs</li> </ul> <p><b><u>Word Structure/Language</u></b></p> <ul style="list-style-type: none"> <li>▪ Forming verbs</li> <li>▪ Verb prefixes</li> <li>▪ Relative pronouns</li> </ul> <p><b><u>Punctuation</u></b></p> <ul style="list-style-type: none"> <li>▪ Commas</li> </ul>
Term 6	<p>Fiction The midnight Fox</p> <p>Poetry: Renga</p> <ul style="list-style-type: none"> <li>▪ Renga poems are written by more than one poet.</li> <li>▪ Poet A would write three lines following the structure below.</li> <li>▪ Poet B would then write the last two lines of the verse following the given structure. This is repeated within a pair or small group until the poem is complete.</li> <li>▪ The line structure is as follows:</li> </ul> <p>Line 1: 5 syllables; Line 2: 7 syllables; Line 3: 5 syllables; Line 4: 7 syllables; Line 5: 7 syllables.</p> <ul style="list-style-type: none"> <li>▪ There is no set rhyme scheme.</li> <li>▪ The themes within a verse need to be consistent.</li> <li>▪ Each line starts with a capital letter and the last line of each verse</li> </ul> <p><b><u>Text Structure</u></b></p> <ul style="list-style-type: none"> <li>▪ Paragraphs</li> <li>▪ Nouns and pronouns</li> </ul> <p><b><u>Sentence Construction</u></b></p>

	<ul style="list-style-type: none"> <li>Modal verbs</li> </ul> <p><b><u>Punctuation</u></b></p> <ul style="list-style-type: none"> <li>Brackets</li> <li>Dashes</li> <li>Commas</li> </ul>
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## Year 6

Reading	Spelling	Handwriting and Presentation	Speaking and Listening
<ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet</li> </ul> <p><b>Maintain positive attitudes to reading and an understanding of what they read by:</b></p> <ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>recommending books that they have read to their peers, giving reasons for their choices</li> <li>identifying and discussing themes and conventions in and across a wide range of writing</li> <li>making comparisons within and across books</li> <li>learning a wider range of poetry by heart</li> </ul>	<ul style="list-style-type: none"> <li>Words ending '-able'/'-ably', and '-ible'/'-ibly'</li> <li>Words ending '-able' and '-ible'</li> <li>Adding suffixes beginning with vowels to words ending in '-fer' Proofreading in smaller chunks (sentences, paragraphs)</li> <li>Statutory words</li> <li>SATs Prep</li> </ul>	<p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>choosing the writing implement that is best suited for a task</li> </ul>	<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> </ul>

<ul style="list-style-type: none"> <li>▪ preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul> <p><b>Understand what they read by:</b></p> <ul style="list-style-type: none"> <li>▪ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>▪ asking questions to improve their understanding</li> <li>▪ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>▪ predicting what might happen from details stated and implied</li> <li>▪ summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</li> <li>▪ identifying how language, structure and presentation contribute to meaning</li> <li>▪ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>▪ distinguish between statements of fact and opinion</li> <li>▪ retrieve, record and present information from non-fiction</li> <li>▪ participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li> <li>▪ explain and discuss their understanding of what they have read, including through formal presentations and</li> </ul>			<ul style="list-style-type: none"> <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>
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<p>debates, maintaining a focus on the topic and using notes where necessary</p> <ul style="list-style-type: none"> <li>provide reasoned justifications for their views</li> </ul> <p><b>Text: Holes and Skeling</b></p>			
<p style="text-align: center;"><b>Writing (Talk for Writing)</b></p> <p><b>Plan their writing by:</b></p> <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p><b>Draft and write by:</b></p> <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>describing settings characters and atmosphere and integrating dialogue to convey character and advance the action (in narratives)</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabular, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>proofreading for spelling and punctuation errors</li> <li>performing their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> </ul>			
<p><b>Term 1</b></p>	<p><u>Fiction</u> The arrival</p> <p><u>Non-Fiction</u> Non-chronological Reports (leaflet/poster/booklet/ class Big Book/Encyclopaedia page, film)</p> <p><b><u>Text Structure</u></b></p> <ul style="list-style-type: none"> <li>Secure independent planning across story types</li> <li>Elision cohesion (layout devices such as headings, sub-headings, columns, bullets or tables)</li> </ul> <p><b><u>Sentence Construction</u></b></p> <ul style="list-style-type: none"> <li>Secure the use of sentence types</li> <li>Determiners</li> </ul>		

	<p><b><u>Word Structure/Language</u></b></p> <ul style="list-style-type: none"> <li>Adverbials</li> </ul> <p><b><u>Punctuation</u></b></p> <ul style="list-style-type: none"> <li>Dashes</li> <li>Commas for clarity</li> </ul>
Term 2	<p>Poetry: Iambic Pentameter</p> <ul style="list-style-type: none"> <li>A sequence of ten alternately unstressed and stressed syllables</li> <li>No particular rules about verse length – Iambic pentameter refers to the way in which individual lines are constructed</li> </ul> <p>Non-Fiction : Discussion (leaflet/flow chart/poster/concertina book/part of a non-chronological text/multimodal text such as a lifecycle, Encyclopaedia page)</p> <p><b><u>Text Structure</u></b></p> <ul style="list-style-type: none"> <li>Semantic cohesion (e.g. repetition of a word or phrase)</li> <li>Use of adverbials for cohesion</li> </ul> <p><b><u>Sentence Construction</u></b></p> <ul style="list-style-type: none"> <li>Elaboration of sentence starters using adverbials</li> <li>Active and Passive voice</li> <li>Expanded noun phrases</li> </ul> <p><b><u>Word Structure/Language</u></b></p> <ul style="list-style-type: none"> <li>Noun phrases</li> </ul> <p><b><u>Punctuation</u></b></p> <ul style="list-style-type: none"> <li>Colons</li> <li>Semi colons</li> <li>brackets</li> </ul>
Term 3	<p>Fiction The Hobbit</p> <p>Poetry: Ottava Rima</p> <ul style="list-style-type: none"> <li>Italian Poetry</li> <li>Eight lines in length with each line consisting of eleven syllables</li> <li>ABABABCC rhyme scheme</li> <li>Each line opens with a capital letter</li> <li>Optional whether lines end with commas or not</li> <li>Poem may consist of several verses</li> <li>The last line of the poem ends with a full stop or question mark</li> </ul> <p><b><u>Text Structure</u></b></p> <ul style="list-style-type: none"> <li>Elision cohesion (layout devices such as headings, sub-headings, columns, bullets or tables)</li> </ul>

	<p><b><u>Sentence Construction</u></b></p> <ul style="list-style-type: none"> <li>▪ Determiners</li> <li>▪ Formal structure</li> </ul> <p><b><u>Word Structure/Language</u></b></p> <ul style="list-style-type: none"> <li>▪ Conditionals and their persuasive use (if, then, might)</li> <li>▪ Persuasive devices</li> <li>▪ (similarly, whereas)</li> </ul> <p><b><u>Punctuation</u></b></p> <ul style="list-style-type: none"> <li>▪ Dashes</li> <li>▪ Brackets</li> </ul>
Term 4	<p><b>Non-Fiction: Instructions</b> (step-by-step list of instructions with diagrams to help the reader, flow-chart with numbered steps and diagrams, booklet to put in a game, demonstration video, Big Book of recipes or craft projects)</p> <p>Fiction Fireweed</p> <p><b><u>Text Structure</u></b></p> <ul style="list-style-type: none"> <li>▪ Elision cohesion (layout devices such as headings, sub-headings, columns, bullets or tables)</li> </ul> <p><b><u>Word Structure/Language</u></b></p> <ul style="list-style-type: none"> <li>▪ Formal and informal language</li> <li>▪ Formal and informal structure</li> </ul> <p><b><u>Punctuation</u></b></p> <ul style="list-style-type: none"> <li>▪ Colons</li> <li>▪ Semi colons</li> <li>▪ brackets</li> </ul>
Term 5	<p>Poetry: Free Verse</p> <p><b>Non-Fiction: Persuasion</b> (Letter, job application, newspaper or magazine article, radio jingle, video recording, oral presentation, advertisement)</p> <p><b><u>Text Structure</u></b></p> <ul style="list-style-type: none"> <li>▪ Elision cohesion (layout devices such as headings, sub-headings, columns, bullets or tables)</li> </ul> <p><b><u>Word Structure/Language</u></b></p> <ul style="list-style-type: none"> <li>▪ Conditionals and their persuasive use (if, then, might)</li> <li>▪ Persuasive devices</li> <li>▪ Modal verb revision</li> <li>▪ Formal language</li> <li>▪ Subjunctive</li> </ul> <p><b><u>Punctuation</u></b></p> <ul style="list-style-type: none"> <li>▪ Ellipses</li> </ul>



Term 6

Fiction Clockwork

Poetry: Free Verse