The English curriculum is based on a balance of high quality literature, non-fiction and poetry texts that inspire valuable and purposeful writing outcomes. In addition, quality Story Time and well-written Comprehension texts inspire a love of creativity and the craft of the written word.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Assessment:	Reading: Every mid-term, children complete a *Bug Club* comprehension assessment. Every term, *Rising Stars* Progress in Reading Assessment (*PiRA*) tests are taken. Writing: Children are assessed on a half-termly basis and their progress measured against year group Teacher Assessment Frameworks (*TAFs*). Grammar, Punctuation and Spelling: Children undertake weekly class spelling tests based on a taught spelling rule. Pupils complete mid-termly *Twinkl* in GPS and termly *Rising Stars* Progress in Grammar, Punctuation and Spelling (*GAPS*) assessments, as well as a *Vernon* spelling test in the Autumn Term.					
1	Traditional Tales; Labels, lists and captions; Poetry (repetition and rhyme)	Explanations; Poetry with Patterns	Report; Stories with Patterns; Persuasive Writing	Poetry about people; Recount (based on experience)	Fantasy stories (superheroes); Poems on a theme; Discussion	Stories with familiar settings; Instructions (based on experience)
2	Instructions (Traditional Tales); Stories with Familiar Settings	Recounts (postcards & letters); Explanation; Poems & Song	Reports; Tales from Other Cultures; Recounts (diaries)	Poetry about experience; Stories – quests; Persuasive Writing	Stories by a single author; Poetry – humorous poems; Discussion (written and debates)	Play scripts; Explanation
3	Fantasy stories; Non-chronological reports (newspapers); Instructions	Recounts; Authors from around the world; Poetry – Local author's & Performance Poetry	Myths and Legends; Poetry – poetic forms (Kennings)	Stories from other Cultures; Persuasive Writing (letter)	Traditional Tales (story structures); Play scripts; Discussion	Explanations; Stories with familiar settings; Traditional Poems
4	Narratives in different media; Explanation; Poetry – Creating Images	Non-chronological reports; Recounts (biography); Instructions	Myths and Legends; Recounts exploring formality (letters & diaries); Poetry – Performance Poetry	Explanations; Stories about Imaginary Worlds; Discussion (debates)	Film; Poetic Forms; Discussion	Stories that Raise Issues; Persuasive Writing
5	Narratives: Suspense and Twists; Non-chronological Reports; Persuasive Writing	Instructions; Journey Narratives; Poetry – Figurative Language	Recounts (autobiography); Recounts exploring formality (letter writing)	Adventure Stories; Poetic Forms in Detail – Free Verse; Stories from Different Perspectives	Myths and Legends; Play scripts and Dramatic Conventions; Poetic Forms in Detail: Shape and Blackout Poems;	Discussion; Explanation Text; Comic Books and Graphic Novels/
6	Picture Stories; Persuasive Writing; Recounts (diary/letter)	Stories from Other Cultures; Formal Writing; Narrative Poetry	Animated Stories; Non-chronological Reports; Explanation	Film Narratives; Poetry – Dramatic Monologue; Instructions	Oral Stories; Play scripts; Stories from Different Perspectives	Performance Poetry; Drama; Discussion

Genres are indicated in the yearly overview above, with emphasis on the full range of non-fiction genres taught and reinforced across each phase. Additionally, poetry features in the curriculum each half-term, which may be the focus of a Reading lesson. Poetry writing and performance experiences occur termly.

Key:

Fiction	Non-fiction	Poetry

English Skills

Key Stage Expectations and Standards	Year	National Curriculum Objectives	National Curriculum: Essential Knowledge and Vocabulary	Recommended Texts - it is important that teachers optimise the reading and writing experiences for their own class, selecting from recommendations as they experience them with their children.
Reading: Children in KS1 follow *Ruth Miskin Read Write Inc.* Phonics programme. All children, in Guided Reading, are taught Comprehension as an explicit suite of six skills using the *VIPERS* and *APE* initiatives. In addition, all children engage in daily Reading for Enjoyment activities and follow the Collins *Big Cat* (KS1) and Pearson *Bug Club* (KS2) Reading programmes at school and at home. Written and Spoken Language: Pupils receive daily English lessons and separate daily instruction in Grammar, Punctuation and Spelling (GPS).				
Key Stage 1 **Phonics** Read Write Inc. Phonics ✓ Children in Y1 & Y2 follow Ruth Miskin's *Read Write Inc.* Phonics programme in the form of daily 30 minute sessions. ✓ Children's progress through the phonics stages is managed	**Y1**	**Reading – Phonics Progress (and Word Reading)** ✓ apply phonic knowledge and skills as the route to decode words ✓ respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes ✓ read accurately by blending sounds in unfamiliar words containing GPCs that have been taught ✓ read common exception words, noting unusual correspondences between	Vowel diagraphs and trigraphs (sequence according to *Read Write Inc.* Phase): ai, oi; ay, oy; a–e; e–e; i–e; o–e; u–e; ar; ee; ea (/iː/); ea (/ɛ/); er (/ɜː/); er (/ə/); ir; ur; oo (/uː/); oo (/ʊ/); oa; oe; ou; ow (/aʊ/); ow (/əʊ/); ue; ew; ie (/aɪ/); ie (/iː/); igh; ore; or; aw; au; air; ear; ear (/ɛə/); are (/ɛə/) Spelling Rules:	✓ *Jack and the Beanstalk* (Autumn) ✓ *There is no Dragon in this Story* – Lou Carter (Autumn) ✓ *Goldilocks and the Three Bears* (Spring) ✓ *The Three Little Pigs* (Spring) ✓ *The Gruffalo* ✓ (Spring)

through small targeted groups and frequent teacher assessment:

Phonics Progression – *Read Write Inc. Scheme*	
Phase	Approximate Year Group
Letters & Sounds; Set 1	Nursery
Set 1 Revision; Set 2 & 3	Reception
Set 2 Revision; Set 3	Y1
Set 3 Revision; Completion of scheme	Y2
Each child learns at a different rate and year groups within the chart are given as a guide to progress.	

A Love of Reading

- ✓ Y1 & Y2 children engage in daily Story Time activities with their

spelling and sound and where these occur in the word

- ✓ read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- ✓ read other words of more than one syllable that contain taught GPCs
- ✓ read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- ✓ read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- ✓ continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent

Reading – Comprehension

- ✓ develop pleasure in reading, motivation to read, vocabulary and understanding by:
- ✓ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- ✓ being encouraged to link what they read or hear read to their own experiences

- ✓ The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck
- ✓ The /ŋ/ sound spelt n before k
- ✓ Division of words into syllables
- ✓ -tch
- ✓ The /v/ sound at the end of words
- ✓ Adding s and es to words (plural of nouns and the third person singular of verbs)
- ✓ Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word
- ✓ Adding –er and –est to adjectives where no change is needed to the root word
- ✓ Words ending –y (/i:/ or /ɪ/)
- ✓ New consonant spellings ph and wh
- ✓ Using k for the /k/ sound
- ✓ Adding the prefix –un

- ✓ *Comic Books* (Summer)
- ✓ *The Tiger Who Came to Tea* – Judith Kerr (Summer)
- ✓ *Out in the Dark and Daylight* – Aileen Fisher (Summer)
- ✓ *Daffodils* – William Wordsworth (Summer)

teachers and are encouraged to read at home every day progressing with the Collins *Big Cat* (KS1) Reading scheme:

Book Band Reading Progression – *Collins Big Cat* Reading Scheme	
Band	Approximate Year Group
Pink	Reception
Red	Reception
Yellow	Y1
Blue	Y1
Green	Y1
Orange	Y2
Turquoise	Y2
Purple	Y2
Gold	Y2
White	Y2+
Lime	Y2+
Each child learns at a different rate and year groups within the chart are given as a guide to progress. Children also access *Bug Club* Reading scheme online.	

- ✓ Children are also encouraged to access the Bug Club online resource at home and at school.
- ✓ Pupils visit the library once a week, and are encouraged to read a range of fiction, poetry and non-fiction texts.

- ✓ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- ✓ recognising and joining in with predictable phrases
- ✓ learning to appreciate rhymes and poems, and to recite some by heart
- ✓ discussing word meanings, linking new meanings to those already known
- ✓ understand both the books they can already read accurately and fluently and those they listen to by:
- ✓ drawing on what they already know or on background information and vocabulary provided by the teacher
- ✓ checking that the text makes sense to them as they read and correcting inaccurate reading
- ✓ discussing the significance of the title and events
- ✓ making inferences on the basis of what is being said and done
- ✓ predicting what might happen on the basis of what has been read so far
- ✓ participate in discussion about what is read to them, taking turns and listening to what others say
- ✓ explain clearly their understanding of what is read to them

- ✓ Compound words
- ✓ Common Exception Words (according to *Read Write Inc. Phase*)

<u>Grammar and Punctuation:</u>

<u>Word:</u> **plural noun suffixes**; **suffixes** added to **verbs**; **prefix** *un-* changing **verbs** and **adjectives**

<u>Sentences:</u> **word** combinations to make **sentences**; joining **words** and **clauses** with *and*

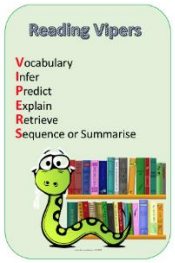
<u>Text:</u> sequencing **sentences** to form short narratives

<u>Punctuation:</u> demarcation of **words** with spaces; capital letters, full-stops, question marks, exclamation marks, to demarcate **sentences**; capital letters for nouns and the personal **pronoun** *I*

<u>Terminology:</u> letter, capital letter, word, singular, plural,

- ✓ Children's success in Reading is celebrated in assembly through school's Reading Champion's scheme, which also allow the children access to challenging texts.

Comprehension



- ✓ Comprehension strategies, in Y1 & Y2, are taught every Friday according to the *VIPERS* programme, making explicit the content domains tested in KS1

KS1 Content domain reference	
1a	draw on knowledge of vocabulary to understand texts
1b	identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information

Writing – Spelling

- ✓ words containing each of the 40+ phonemes already taught
- ✓ common exception words
- ✓ the days of the week
- ✓ name the letters of the alphabet:
- ✓ naming the letters of the alphabet in order
- ✓ using letter names to distinguish between alternative spellings of the same sound
- ✓ add prefixes and suffixes:
- ✓ using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- ✓ using the prefix un–
- ✓ using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- ✓ apply simple spelling rules and guidance, as listed in English Appendix 1
- ✓ write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Writing – Handwriting

sentence, punctuation, full stop, question mark, exclamation mark

1c	identify and explain the sequence of events in texts
1d	make inferences from the text 1e predict what might happen on the basis of what has been read so far
1e	predict what might happen on the basis of what has been read so far

Writing

- ✓ In Y1 & Y2, extended composition is taught daily and handwriting sessions are incorporated into all aspects of English work

- ✓ Quality handwriting is rewarded through the pen licence handwriting policy and celebrated in assembly

- ✓ In **Y1**, stamina, independence and writing quality is managed through the high expectations evident in our TAF. <u>Children can draft 1 paragraph in 20</u>

- ✓ sit correctly at a table, holding a pencil comfortably and correctly
- ✓ begin to form lower-case letters in the correct direction, starting and finishing in the right place
- ✓ form capital letters
- ✓ form digits 0-9
- ✓ understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Writing – Composition

- ✓ write sentences by:
- ✓ saying out loud what they are going to write about
- ✓ composing a sentence orally before writing it
- ✓ sequencing sentences to form short narratives
- ✓ re-reading what they have written to check that it makes sense
- ✓ discuss what they have written with the teacher or other pupils
- ✓ read aloud their writing clearly enough to be heard by their peers and the teacher.

Writing – Grammar and Punctuation

<u>minutes achieving the given criteria for GPS and Handwriting</u>:

The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher:
demarcating some sentences with capital letters and full stops
segmenting spoken words into phonemes and representing these by graphemes, spelling
spelling some common exception words*
forming lower-case letters in the correct direction, starting and finishing in the right
forming lower-case letters of the correct size relative to one another in some of the writing
using spacing between words.

- ✓ In **Y2**, stamina, independence and writing quality is managed through the application of the end of KS1 TAF.

- ✓ develop their understanding of the concepts set out in English Appendix 2 by:
- ✓ leaving spaces between words
- ✓ joining words and joining clauses using and
- ✓ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- ✓ using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- ✓ learning the grammar for year 1 in English Appendix 2
- ✓ use the grammatical terminology in English Appendix 2 in discussing their writing.

Spoken Language

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

Children can draft 1 side of A4 in 30 minutes achieving the given criteria for GPS and Handwriting: **The pupil can, after discussion with the teacher:** write simple, coherent narratives about personal experiences and those of others (real or fictional) write about real events, recording these simply and clearly demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required use present and past tense mostly correctly and consistently use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others spell many common exception words form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters use spacing between words that reflects the size of the letters. **GPS**		different purposes, including for expressing feelings ✓ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ✓ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ✓ speak audibly and fluently with an increasing command of Standard English ✓ participate in discussions, presentations, performances, role play, improvisations and debates ✓ gain, maintain and monitor the interest of the listener(s) ✓ consider and evaluate different viewpoints, attending to and building on the contributions of others ✓ select and use appropriate registers for effective communication.		
	Y2	**Reading – Phonics Progress (and Word Reading)** ✓ read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes	Spelling Rules: ✓ Revision of Y1 GPCs ✓ The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g	**Autumn 1** ✓ *The Gingerbread Man;* ✓ *The Frog and the Scorpion;* ✓ *The Ant and the Grasshopper;*

Year 1 Year 2 ✓ Children receive daily, discrete 30 minute sessions in Grammar and Punctuation. Learning is then consolidated in the subsequent English session ✓ Spelling is taught in 10 minute daily sessions ✓ Spelling sessions, following the Purple Mash scheme, focus on a given rule, which is reinforced throughout the week and tested the following week ✓ Spellings are learned at home, testing a word list as well as additional words linked to the rule ✓ **Y2** revises and consolidates **Y1** learning		✓ read accurately words of two or more syllables that contain the same graphemes as above ✓ read words containing common suffixes ✓ read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word ✓ read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered ✓ read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation ✓ re-read these books to build up their fluency and confidence in word reading.re-read these books to build up their fluency and confidence in word reading. **Reading Comprehension** ✓ develop pleasure in reading, motivation to read, vocabulary and understanding by: ✓ listening to, discussing and expressing views about a wide range of contemporary and classic poetry,	elsewhere in words before e, i and y ✓ The /s/ sound spelt c before e, i and y ✓ The /n/ sound spelt kn and (less often) gn at the beginning of words ✓ The /r/ sound spelt wr at the beginning of words ✓ The /l/ or /əl/ sound spelt –le at the end of words ✓ The /l/ or /əl/ sound spelt –el at the end of words ✓ The /l/ or /əl/ sound spelt –al at the end of words ✓ Words ending –il ✓ The /aɪ/ sound spelt –y at the end of words ✓ Adding –es to nouns and verbs ending in –y ✓ Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it	✓ *The Lion in the Meadow* - Margaret Mahy; ✓ You Choose - Pippa Goodhart **Autumn 2** ✓ *Dear Teacher* - Amy Husband ✓ *John Patrick Normal McHennessy* - John Burningham ✓ *The Three Guinea Fowl* - Ruth Merttens ✓ *Matilda's Cat* - Emily Gravett ✓ *Care for Your Kitten/Puppy* – RSPCA ✓ *Poems/Songs:* Wings, See Me Walking' The Magic Box, London's Burning, Row Your Boat **Spring 1** ✓ *Instructions* – Neil Gaiman;

		stories and non-fiction at a level beyond that at which they can read independently ✓ discussing the sequence of events in books and how items of information are related ✓ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales ✓ being introduced to non-fiction books that are structured in different ways ✓ recognising simple recurring literary language in stories and poetry ✓ discussing and clarifying the meanings of words, linking new meanings to known vocabulary ✓ discussing their favourite words and phrases ✓ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear ✓ understand both the books that they can already read accurately and fluently and those that they listen to by: ✓ drawing on what they already know or on background information and vocabulary provided by the teacher	✓ Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it ✓ Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter ✓ The /ɔ:/ sound spelt a before l and ll ✓ The /ʌ/ sound spelt o ✓ The /i:/ sound spelt –ey ✓ The /ʊ/ sound spelt a after w and qu ✓ The /ɜ:/ sound spelt or after w ✓ The /ɔ:/ sound spelt ar after w ✓ The /ʒ/ sound spelt s ✓ The suffixes –ment, –ness, –ful , –less and –ly ✓ Contractions ✓ The possessive apostrophe (singular nouns)	✓ *Hansel and Gretel;* ✓ *Baby Yaga;* ✓ *Why not Me?* ✓ *Diary of a Wombat* - Jackie French **Spring 2** ✓ Poems: *Five Little Senses; My Hands; Who Will?; Smelly People' As Tasty as a Picnic; The Sound Collector* ✓ *Lost and Found* - Oliver Jeffers **Summer 1** ✓ *The Night Shimmy, Gorilla, Willy the Wimp, Silly Billy* – Anthony Browne ✓ *Aliens Stole My Underpants* – Brian Moses ✓ *We're Going on a Bear Hunt* - *Michael Rosen*

		✓ checking that the text makes sense to them as they read and correcting inaccurate reading ✓ making inferences on the basis of what is being said and done ✓ answering and asking questions ✓ predicting what might happen on the basis of what has been read so far ✓ participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say ✓ explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. **Writing – Spelling** ✓ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly ✓ learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones ✓ learning to spell common exception words	✓ Words ending in –tion ✓ Homophones and near-homophones ✓ Common Exception Words (according to *Read Write Inc. Phase*) <u>Grammar and Punctuation:</u> <u>Words:</u> formation of **nouns** using **suffixes**; formation of **adjectives** using **suffixes**; Use of the **suffixes** *–er*, *–est* in **adjectives** and the use of –ly in Standard English to turn **adjectives** into **adverbs** <u>Sentence:</u> **Subordination** (using *when*, *if*, *that*, *because)* and **co-ordination** (using *or*, *and*, *but*); Expanded **noun phrases** for description and specification; **How the grammatical patterns in a sentence indicate its function as a** statement, question, exclamation or command	**Teaching of Reading & Story Time (suggested texts)** ✓ *Fantastic Mr Fox; The Magic Finger; The BFG; George's Marvellous Medicine; Esio Trot* – Roald Dahl

		✓ learning to spell more words with contracted forms ✓ learning the possessive apostrophe (singular) [for example, the girl's book] ✓ distinguishing between homophones and near-homophones ✓ add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly ✓ apply spelling rules and guidance, as listed in English Appendix 1 ✓ write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. **Writing – Handwriting** ✓ form lower-case letters of the correct size relative to one another ✓ start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined ✓ write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters ✓ use spacing between words that reflects the size of the letters.	Text: Correct choice and consistent use of **present tense** and **past tense** throughout writing; Use of the **progressive** form of **verbs** in the **present** and **past tense** to mark actions in progress Punctuation: Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences**; Commas to separate items in a list; **Apostrophes** to mark where letters are missing in spelling and to mark singular possession in nouns Terminology: noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma	

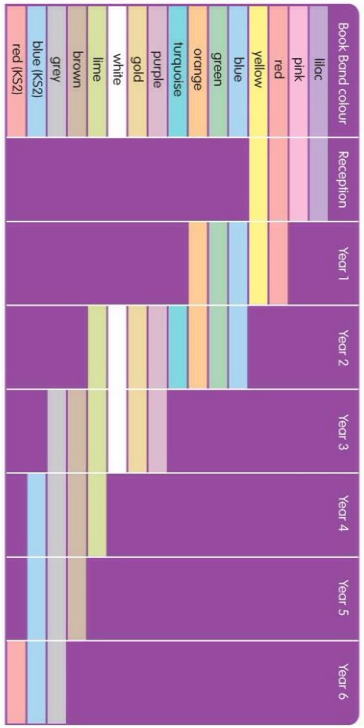
		Writing – Composition ✓ develop positive attitudes towards and stamina for writing by: ✓ writing narratives about personal experiences and those of others (real and fictional) ✓ writing about real events ✓ writing poetry ✓ writing for different purposes ✓ consider what they are going to write before beginning by: ✓ planning or saying out loud what they are going to write about ✓ writing down ideas and/or key words, including new vocabulary ✓ encapsulating what they want to say, sentence by sentence ✓ make simple additions, revisions and corrections to their own writing by: ✓ evaluating their writing with the teacher and other pupils ✓ re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form ✓ proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]		

		✓ read aloud what they have written with appropriate intonation to make the meaning clear. **Writing – Grammar and Punctuation** ✓ develop their understanding of the concepts set out in English Appendix 2 by: ✓ learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) ✓ learn how to use: ✓ sentences with different forms: statement, question, exclamation, command ✓ expanded noun phrases to describe and specify ✓ the present and past tenses correctly and consistently including the progressive form ✓ subordination (using when, if, that, or because) and co-ordination (using or, and, or but) ✓ the grammar for year 2 in English Appendix 2		

		✓ some features of written Standard English ✓ use and understand the grammatical terminology in English Appendix 2 in discussing their writing. **Spoken Language** ✓ listen and respond appropriately to adults and their peers ✓ ask relevant questions to extend their understanding and knowledge ✓ use relevant strategies to build their vocabulary ✓ articulate and justify answers, arguments and opinions ✓ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ✓ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ✓ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ✓ speak audibly and fluently with an increasing command of Standard English		

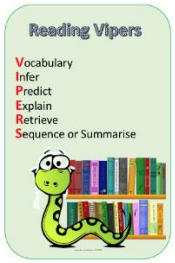
		✓ participate in discussions, presentations, performances, role play, improvisations and debates ✓ gain, maintain and monitor the interest of the listener(s) ✓ consider and evaluate different viewpoints, attending to and building on the contributions of others ✓ select and use appropriate registers for effective communication.		
Lower Key Stage 2 **Phonics**	**Y3 & Y4**	**Reading – Word Reading** ✓ apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to	<u>Spelling Rules:</u> ✓ <u>Revision</u> of Y1 & Y2 suffixes ✓ Adding suffixes beginning with vowel	**Y3 Autumn 1** ✓ *The Dragon Machine* - Helen Ward & Wayne Anderson

Read Write Inc. Phonics ✓ Children in Y3 (and beyond) who are identified as being below national averages in Phonics received additional support through targeted *Read, Write Inc.* sessions. ✓ *Rapid Reader* is used as an additional resource to support children. **A Love of Reading** **RAPID** **Bug Club** ✓ In Y3 & 4, children engage in <u>daily</u> Story		understand the meaning of new words they meet ✓ read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word **Reading – Reading Comprehension** ✓ develop positive attitudes to reading and understanding of what they read by: ✓ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ✓ reading books that are structured in different ways and reading for a range of purposes ✓ using dictionaries to check the meaning of words that they have read ✓ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally ✓ identifying themes and conventions in a wide range of books ✓ preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action ✓ discussing words and phrases that capture the reader's interest and imagination	letters to words of more than one syllable ✓ The /ɪ/ sound spelt y elsewhere than at the end of words ✓ The /ʌ/ sound spelt ou ✓ More prefixes ✓ The suffix –ation ✓ The suffix –ly ✓ Words with endings sounding like /ʒə/ or /tʃə/ ✓ Endings which sound like /ʒən/ ✓ The suffix –ous ✓ Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian ✓ Words with the /k/ sound spelt ch (Greek in origin) ✓ Words with the /ʃ/ sound spelt ch (mostly French in origin) ✓ Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)	✓ *How to Catch a Dragon* - Caryl Hart **Y3 Autumn 2** ✓ *Escape from Pompeii* - Christina Balit ✓ *Stone Age Boy* - Satoshi Kitamura ✓ *The Snowman* – Pep the Poet **Y3 Spring 1** ✓ *Beowulf* ✓ *Thesus and the Minotaur* **Y3 Spring 2** ✓ *Ride of Passage* – Literacy Shed ✓ *The Great Kapok Tree* – Lynne Cherry **Y3 Summer 1** ✓ *The Lost Happy Endings* - Carol Ann Duffy ✓ *The Twits* – Roald Dahl **Y3 Summer 2**

Time activities with their teachers and are encouraged to read at home every day progressing with the *Bug Club* (KS2) Reading scheme:  ✓ Pupils visit the library once a week, and are encouraged to read a range of fiction, poetry and non-fiction texts.		✓ recognising some different forms of poetry [for example, free verse, narrative poetry] ✓ understand what they read, in books they can read independently, by: ✓ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context ✓ asking questions to improve their understanding of a text ✓ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ✓ predicting what might happen from details stated and implied ✓ identifying main ideas drawn from more than one paragraph and summarising these ✓ identifying how language, structure, and presentation contribute to meaning ✓ retrieve and record information from non-fiction ✓ participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. **Writing – Spelling**	✓ Words with the /s/ sound spelt sc (Latin in origin) ✓ Words with the /eɪ/ sound spelt ei, eigh, or ey ✓ Possessive apostrophe with plural words ✓ Homophones and near-homophones <u>Spelling Word List:</u> accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide describe, different difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard,	✓ *Until I met Dudley* – Roger McGough ✓ *The Iron Man* – Ted Hughes **Y3 Teaching of Reading & Story Time (suggested texts)** ✓ *Survivor: Escape from Pompeii* – Jim Eldridge ✓ *The World's Worst Teachers* - David Walliams ✓ *Evie in the Jungle* - Matt Haig ✓ *Charlie and the Chocolate Factory* – Roald Dahl ✓ *Rainforest and Plants* ✓ Rainforest Calling; ✓ *The Hodgeheg* – Dick King Smith ✓ *The Accidental Prime Minister* - Tom McLaughlin

- ✓ Children's success in Reading is celebrated in assembly through school's Reading Champion's scheme, which also allow the children access to challenging texts.

Comprehension



- ✓ In Y3 & Y4, Comprehension strategies are taught every Friday according to the *VIPERS* programme, making explicit the content domains tested in KS2:

KS2 Content domain reference	
2a	give / explain the meaning of words in context
2b	retrieve and record information / identify key details from fiction and non-fiction
2c	summarise main ideas from more than one paragraph
2d	make inferences from the text / explain and justify inferences with evidence from the text

- ✓ use further prefixes and suffixes and understand how to add them (English Appendix 1)
- ✓ spell further homophones
- ✓ spell words that are often misspelt (English Appendix 1)
- ✓ place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- ✓ use the first two or three letters of a word to check its spelling in a dictionary
- ✓ write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Writing – Handwriting

- ✓ 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
- ✓ 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].

Writing – Composition

heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion(ally), often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess(ion), possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special straight, strange, strength, suppose, surprise, therefore, though/although, thought, through, various, weight woman/women.

<u>Year 3</u> <u>Grammar and Punctuation:</u>

<u>Word:</u> Formation of **nouns** using a range of **prefixes**; Use of the **forms** *a* or *an* according to whether the

Y4 Autumn 1
- ✓ *The Night Zookeeper* - Joshua Davidson

Y4 Autumn 2
- ✓ *The Story of Tutankhamun* – Patricia Cleveland-Peck

Y4 Spring 1
- ✓ *Cinnamon* - Neil Gaiman

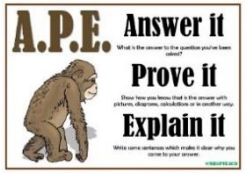
Y4 Spring 2
- ✓ *Until I Met Dudley* – Roger McGough
- ✓ *The Lighthouse* – Literacy Shed

Y4 Summer 1
- ✓ The Piano – Aiden Gibbons (Director)
- ✓ The Matchbox Diary - Paul Fleischman

Y4 Summer 2
- ✓ *Varmints* – Helen Ward

2e	predict what might happen from details stated and implied
2f	identify / explain how information / narrative content is related and contributes to meaning as a whole
2g	identify / explain how meaning is enhanced through choice of words and phrases
2h	make comparisons within the text

- ✓ Children are taught how to compose formal, written responses to questions using the *APE* initiative



Writing

- ✓ In Y3 & Y4, extended composition is taught daily and handwriting sessions are incorporated into all aspects of English work
- ✓ Quality handwriting is rewarded through the pen licence handwriting policy and celebrated in assembly

- ✓ 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]
- ✓ 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

next **word** begins with a **consonant** or a **vowel**; **word families** based on common **words**, showing how words are related in form and meaning

<u>Sentence:</u> Expressing time, place and cause using **conjunctions**, **adverbs** or **prepositions**

<u>Text:</u> Introduction to paragraphs as a way to group related material; Headings and sub-headings to aid presentation; Use of the **present perfect** form of **verbs** instead of the simple past

<u>Punctuation:</u> Introduction to inverted commas to **punctuate** direct speech

<u>Terminology:</u> adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter,

Y4 Teaching of Reading & Story Time (suggested texts)

- ✓ *The Adventurers and the Cursed Castle* – Jemma Hatt (Autumn);
- ✓ *Tilly and the Time Machine* – Adrian Edmondson (Autumn);
- ✓ *The Last Kids on Earth* – Max Brallier (Spring);
- ✓ *The Boy at the Back of the Back of the Class* – Onjali Q. Raúf (Spring);
- ✓ *The Nothing to See Here Hotel* – Frankie Banister (Summer);
- ✓ *Varjak Paw* – F. S. Said (Summer)

- ✓ In **Y3**, stamina, independence and writing quality is managed through the high expectations evident in our TAF. <u>Children can draft 1.5 sides of A4 in 40 minutes achieving the given criteria for GPS and Handwriting:</u>

The pupil can write for different purposes:	
usingthe fullrangeof punctuation taught at keystage1 mostly correctly including:	commas to separate items in a list
	apostrophes to mark singular possession in nouns
	Full stops almost always accurately
	Question marks
	Exclamation marks
spelling most common exception words*	
spelling most words with contracted forms*	

intonation and controlling the tone and volume so that the meaning is clear.

Writing – Grammar and Punctuation

- ✓ develop their understanding of the concepts set out in English Appendix 2 by:
- ✓ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- ✓ using the present perfect form of verbs in contrast to the past tense
- ✓ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- ✓ using conjunctions, adverbs and prepositions to express time and cause
- ✓ using fronted adverbials
- ✓ indicate grammatical and other features by:
  - using commas after fronted adverbials
  - indicating possession by using the possessive apostrophe with plural nouns
  - using and punctuating direct speech
  - use and understand the grammatical terminology in English Appendix 2

inverted commas (or 'speech marks')

<u>**Year 4** Grammar and Punctuation:</u>

<u>Word:</u> The grammatical difference between **plural** and **possessive** *–s;* Standard English forms for **verb inflections** instead of local spoken forms

<u>Sentences:</u> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases; **Fronted adverbials**

<u>Text:</u> Use of paragraphs to organise ideas around a theme;
Appropriate choice of **pronoun** or **noun** within and across **sentences** to aid cohesion and avoid repetition

<u>Punctuation:</u> Use of inverted commas and other **punctuation** to indicate direct speech;

adding suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful,
using the diagonal and horizontal strokes needed to join letters in most of their writing.
Mostly staying in the same tense
Using expanded noun phrases to describe
Using fronted adverbials, mostly punctuated correctly

- ✓ In **Y4**, stamina, independence and writing quality is managed through the high expectations evident in our TAF. <u>Children can draft 2 sides of A4 in 50 minutes achieving the given criteria for GPS and Handwriting:</u>

The pupil can write for a range of purposes and audiences:
Use paragraphs some of the time (may be genre linked)
Use expanded noun phrases when appropriate to describe settings and characters
Link paragraphs using cohesive devices (Next, After that, etc.)
Maintain tense throughout writing – past tense in narrative

accurately and appropriately when discussing their writing and reading.

Spoken Language

- ✓ listen and respond appropriately to adults and their peers
- ✓ ask relevant questions to extend their understanding and knowledge
- ✓ use relevant strategies to build their vocabulary
- ✓ articulate and justify answers, arguments and opinions
- ✓ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- ✓ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- ✓ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- ✓ speak audibly and fluently with an increasing command of Standard English

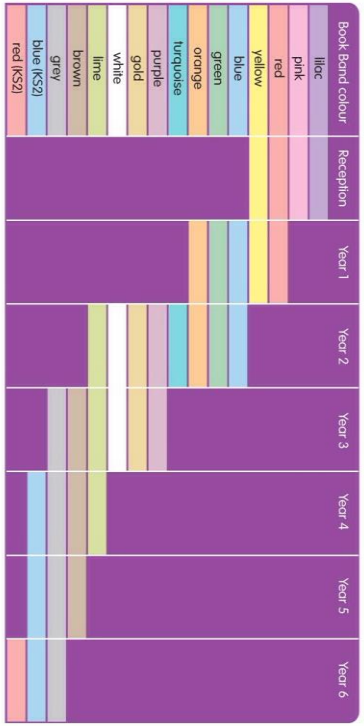
Apostrophes to mark **plural** possession; use of commas after **fronted adverbials**

<u>Terminology:</u> determiner, pronoun, possessive pronoun, adverbial

Maintain voice (first/second/third person) throughout writing Use some co-ordinating conjunctions/subordinating conjunctions Spell most Year 3/4 words accurately Produce legible joined handwriting most of the time Using the punctuation almost always accurately (75% of time): commas for lists; apostrophes for contraction; capital letters; full stops; question marks; exclamation marks ✓ A love of language is supported in Lower KS2 by a 'Word of the Day' and through the use of *Author's Journals*. **GPS**		✓ participate in discussions, presentations, performances, role play, improvisations and debates ✓ gain, maintain and monitor the interest of the listener(s) ✓ consider and evaluate different viewpoints, attending to and building on the contributions of others ✓ select and use appropriate registers for effective communication.		

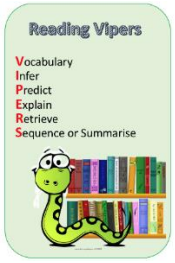
Year 3 Year 4 ✓ Children receive daily, discrete 30 minute sessions in Grammar and Punctuation. Learning is then consolidated in the subsequent English session ✓ Spelling is taught in 10 minute daily session ✓ Spelling sessions, which follow the Purple Mash scheme, focus on a given rule, which is reinforced throughout the week and tested the following week ✓ Spellings are learned at home, testing a word list as well as additional words linked to the rule ✓ **Y4** revises and consolidates **Y3** learning				

Upper Key Stage 2 **A Love of Reading** Bug Club ✓ In Y5 & Y6, children engage in <u>daily</u> Story Time activities with their teachers and are encouraged to read at home every day progressing with the *Bug*	**Y5 & Y6**	**Reading – Word Reading** ✓ 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 **Reading – Reading Comprehension** ✓ maintain positive attitudes to reading and understanding of what they read by: ✓ continuing to read and discuss an increasingly wide range of fiction, poetry,	<u>Spelling Rules:</u> ✓ Endings which sound like /ʃəs/ spelt –cious or –tious ✓ Endings which sound like /ʃəl/ ✓ Words ending in –ant, –ance/–ancy,–ent, –ence/–ency ✓ Words ending in –able and –ible; Words ending in –ably and –ibly; ✓ Adding suffixes beginning with vowel	**Y5 Autumn 1** ✓ *Short* – Kevin Crossley-Holland ✓ *Avatar – James Cameron (Director)* **Y5 Autumn 2** ✓ *How to Brush Your Teeth in Space* – Chris Hadfield; ✓ *Curiosity: The Story of the Mars Rover* - Markus Motum; **Y5 Spring 1**

Club (KS2) Reading scheme (leading to Free Readers at the end of the scheme):  ✓ Pupils visit the library once a week, and are encouraged to read a range of fiction, poetry and non-fiction texts. ✓ Children's success in Reading is celebrated in assembly through school's		plays, non-fiction and reference books or textbooks ✓ reading books that are structured in different ways and reading for a range of purposes ✓ increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions ✓ recommending books that they have read to their peers, giving reasons for their choices ✓ identifying and discussing themes and conventions in and across a wide range of writing ✓ making comparisons within and across books ✓ learning a wider range of poetry by heart ✓ 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 ✓ understand what they read by: ✓ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ✓ asking questions to improve their understanding ✓ drawing inferences such as inferring characters' feelings, thoughts and motives	letters to words ending in –fer ✓ Use of the hyphen ✓ Words with the /i:/ sound spelt ei after c ✓ Words containing the letter-string ough ✓ Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) ✓ Homophones and other words that are often confused <u>Word List:</u> accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience,	✓ *Shackleton's Journey*- William Grill **Y5 Spring 2** ✓ *Kensuke's Kingdom* – Michael Morpurgo; ✓ *The Dreadful Menace* – Anon ✓ *The Ridge* – Danny Maccaskill **Y5 Summer 1** ✓ *Icarus* - Anon ✓ *Who Let the Gods Out?* – *Maz Evans* **Y5 Summer 2** ✓ *The Hobbit* – JRR Tokien ✓ *The Hobbit* – Chuck Dixon (author/adaptor) & David Wenzel (illustrator) **Y5 Teaching of Reading & Story Time (suggested texts)** ✓ *The Nowhere Emporium* – Ross

Reading Champion's scheme, which also allow the children access to challenging texts.

Comprehension



- ✓ In Y5 & Y6, Comprehension strategies are taught every Friday according to the *VIPERS* programme, making explicit the content domains tested in KS2:

KS2 Content domain reference	
2a	give / explain the meaning of words in context
2b	retrieve and record information / identify key details from fiction and non-fiction
2c	summarise main ideas from more than one paragraph
2d	make inferences from the text / explain and justify inferences with evidence from the text
2e	predict what might happen from details stated and implied
2f	identify / explain how information / narrative content is related and contributes to meaning as a whole

from their actions, and justifying inferences with evidence

- ✓ predicting what might happen from details stated and implied
- ✓ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- ✓ identifying how language, structure and presentation contribute to meaning
- ✓ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- ✓ distinguish between statements of fact and opinion
- ✓ retrieve, record and present information from non-fiction
- ✓ participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- ✓ explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- ✓ provide reasoned justifications for their views

Writing – Spelling

conscious, controversy, convenience, correspond, criticise (critic + ise), curiosity, definite, desperate, determined develop, dictionary, disastrous, embarrass environment, equip (–ped, –ment), especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate(ly), individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour nuisance, occupy, occur opportunity, parliament persuade, physical, prejudice privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme

Mackenzie (Autumn);

- ✓ *Brightstorm* – Vashti Hardy
- ✓ *Who Let the Gods Out?* – Maz Evans (Summer)

Y6 Autumn 1

- ✓ *Gorilla* - Antony Browne

Y6 Autumn 2

- ✓ *Eric* – Shaun Tan
- ✓ *A Child's Christmas in Wales* – Dylan Thomas

Y6 Spring 1

- ✓ *Alma* – Rodrigo Blaas (director)

Y6 Spring 2

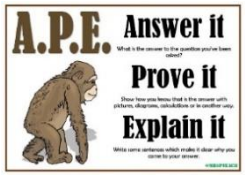
- ✓ *The Man Who Never Was* – Ronald Neame (director)

Y6 Summer 1

- ✓ Adaptations of Shakespeare plays

2g	identify / explain how meaning is enhanced through choice of words and phrases
2h	make comparisons within the text

- ✓ Children are taught how to compose formal, written responses to questions using the *APE* initiative



- ✓ Children requiring extra support take part in booster programmes and the Beanstalk Reading programme

coram Beanstalk
Reading • Growing • Thriving

Writing

- ✓ In Y5 & Y6, extended composition is taught daily and handwriting sessions are incorporated into all aspects of English work

- ✓ use further prefixes and suffixes and understand the guidance for adding them
- ✓ spell some words with 'silent' letters [for example, knight, psalm, solemn]
- ✓ continue to distinguish between homophones and other words which are often confused
- ✓ use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- ✓ use dictionaries to check the spelling and meaning of words
- ✓ use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- ✓ use a thesaurus.

Writing – Handwriting

- ✓ write legibly, fluently and with increasing speed by:
- ✓ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- ✓ choosing the writing implement that is best suited for a task.

Writing – Composition

rhythm, sacrifice, secretary
shoulder, signature, sincere(ly), soldier, stomach, sufficient, suggest
symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht

Year 5 Grammar and Punctuation:

Word: Converting **nouns** or **adjectives** into **verbs** using **suffixes**; **verb prefixes**

Sentence: **Relative clauses** beginning with *who*, *which*, *where*, *when*, *whose*, *that*, or an omitted relative pronoun; Indicating degrees of possibility using **adverbs** or **modal verbs**

- ✓ *Voices in the Park* -Anthony Browne

Y6 Summer 2

- ✓ Y6 leavers' Production text

Y6 Teaching of Reading & Story Time (suggested texts)

- ✓ *Midnight Fox* – Betsy Byres
- ✓ *Henry Sugar and Other Stories* – Roald Dahl
- ✓ *A Christmas Carol* – Charles Dickens

- ✓ Quality handwriting is rewarded through the pen licence handwriting policy and celebrated in assembly

- ✓ In **Y5**, stamina, independence and writing quality is managed through the high expectations evident in our TAF. <u>Children can draft 2.5 sides of A4 in 60 minutes achieving the given criteria for GPS and Handwriting:</u>

The pupil can write for a range of purposes and audiences:
using paragraphs to organise ideas
describing settings and characters in more detail
using some cohesive devices* within and across sentences andparagraphs
using different verb forms mostly accurately

- ✓ plan their 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
- ✓ 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
- ✓ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- ✓ précising longer passages
- ✓ using a wide range of devices to build cohesion within and across paragraphs
- ✓ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- ✓ evaluate and edit by:
- ✓ assessing the effectiveness of their own and others' writing

<u>Text:</u> Devices to build **cohesion** within a paragraph; Linking ideas across paragraphs using **adverbials** of time, place and number or tense choices

<u>Punctuation:</u> Brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity

Vocabulary: modal verb, relative pronoun, relative clause,
parenthesis, bracket, dash, cohesion, ambiguity
Year 6 Grammar and Punctuation:

<u>Word:</u> The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing; How words are related by meaning as synonyms and antonyms

using co-ordinating and subordinating conjunctions	
using spacing between words and include the following <u>always</u> accurately :	capital letters
	full stops
	question marks
	exclamation marks
	commas for lists
	apostrophes for contraction
spelling all words correctly* (year 3 and 4)	
spelling some words correctly* (year 5 and 6)	
producing legible joined handwriting	

- ✓ In **Y6**, stamina, independence and writing quality is managed through the application of the end of KS2 TAF. <u>Children can draft 2.5 sides of A4 in 60 minutes achieving the given criteria for GPS and Handwriting:</u>

The pupil can:

- ✓ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ✓ ensuring the consistent and correct use of tense throughout a piece of writing
- ✓ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- ✓ proof-read for spelling and punctuation errors

Writing – Grammar and Punctuation

- ✓ develop their understanding of the concepts set out in English Appendix 2 by:
- ✓ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- ✓ using passive verbs to affect the presentation of information in a sentence
- ✓ using the perfect form of verbs to mark relationships of time and cause
- ✓ using expanded noun phrases to convey complicated information concisely
- ✓ using modal verbs or adverbs to indicate degrees of possibility

<u>Sentence:</u> Use of the **passive** to affect the presentation of information in a **sentence**; The difference between structures typical of informal speech and structures appropriate for formal speech and writing

<u>Text:</u> Linking ideas across paragraphs using a wider range of **cohesive devices**: repetition of a **word** or phrase, grammatical connections and **ellipsis**; Layout devices

<u>Punctuation:</u> Use of the semi-colon, colon and dash to mark the boundary between independent **clauses**;
Use of the colon to introduce a list and use of semi-colons within lists; **Punctuation** of bullet points to list information; How hyphens can be used to avoid ambiguity

<u>Terminology:</u> subject, object

write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader
in narratives, describe settings, characters and atmosphere
integrate dialogue in narratives to convey character and advance the action
select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately
use a range of devices to build cohesion within and across paragraphs
use verb tenses consistently and correctly throughout their writing
use the range of punctuation taught at key stage 2 mostly correctly
spell correctly most words from the year 5 / year 6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
maintain legibility in joined handwriting when writing at speed

- ✓ A love of language is supported in Upper KS2 by a 'Word of the Day' and through the use of *Author's Journals*.

GPS

- ✓ using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- ✓ learning the grammar for years 5 and 6 in English Appendix 2
- ✓ indicate grammatical and other features by:
- ✓ using commas to clarify meaning or avoid ambiguity in writing
- ✓ using hyphens to avoid ambiguity
- ✓ using brackets, dashes or commas to indicate parenthesis
- ✓ using semi-colons, colons or dashes to mark boundaries between independent clauses
- ✓ using a colon to introduce a list
- ✓ punctuating bullet points consistently

- ✓ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

Spoken Language

- ✓ listen and respond appropriately to adults and their peers
- ✓ ask relevant questions to extend their understanding and knowledge

active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

Year 5 Year 6 ✓ Children receive daily, discrete 30 minute sessions in Grammar and Punctuation. Learning is then consolidated in the subsequent English session ✓ Spelling is taught in 10 minute daily ✓ Spelling sessions, which follow the Purple Mash scheme, focus on a given rule, which is reinforced throughout the week and tested the following week ✓ Spellings are learned at home, testing a word list as well as additional words linked to the rule ✓ **Y6** revises and consolidates **Y5** learning (as well as Y3 & Y4)		✓ use relevant strategies to build their vocabulary ✓ articulate and justify answers, arguments and opinions ✓ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ✓ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ✓ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ✓ speak audibly and fluently with an increasing command of Standard English ✓ participate in discussions, presentations, performances, role play, improvisations and debates ✓ gain, maintain and monitor the interest of the listener(s) ✓ consider and evaluate different viewpoints, attending to and building on the contributions of others		

		✓ select and use appropriate registers for effective communication.		