

## Progression in speaking and listening Year 1 to Year 6

Objective	Reception	Year 1	Year 2	Years 3 /4	Years 5 / 6
<b>Listen and respond appropriately to adults and their peers</b>	<ul style="list-style-type: none"> <li>- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions (C&amp;L);</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers (C&amp;L);</li> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions (PSED)</li> </ul>	<ul style="list-style-type: none"> <li>- Look at who's talking to them.</li> <li>- Follow instruction whilst busy with another task.</li> <li>- Be able to follow 2 to 3 part spoken instructions e.g. get your coat, then choose a partner and line up by the door.</li> <li>- Understand how or why questions.</li> </ul>	<ul style="list-style-type: none"> <li>- Understand complex 2 or 3 part instructions including more abstract/imaginative situations e.g. choose a character from one story, talk to your partner about how they feel at the end of the story.</li> <li>- Understand key points they need to focus on in order to answer a question or follow an instruction.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to information, work out what is the important information they need to convey to their audience.</li> <li>- Be specific when asking for clarification.</li> <li>- Infer meanings and make predictions from what's said and how it is said.</li> </ul>	<ul style="list-style-type: none"> <li>- Understand sarcasm</li> <li>- Understand different types of questions – open, closed, rhetorical</li> <li>- Understand and use phrasal verbs appropriately e.g. 'putting up with'</li> <li>- Understand and enjoy jokes and recognise simple idioms.</li> </ul>
<b>Ask relevant questions to extend their understanding and knowledge</b>	<ul style="list-style-type: none"> <li>- Make comments about what they have heard and ask questions to clarify their understanding (C&amp;L);</li> </ul>	<ul style="list-style-type: none"> <li>- Understand and answer how, what and why questions, with obvious, straight-forward answers.</li> </ul>	<ul style="list-style-type: none"> <li>- Ask lots of questions to find out specific information including how and why.</li> <li>- 'Dig deeper' when questioning others to extend their knowledge.</li> <li>- Respond appropriately to the answers to their questions.</li> </ul>	<ul style="list-style-type: none"> <li>- Ask question to seek additional information for clarification.</li> <li>- Beginning to understand that there is a logical sequence to asking questions.</li> </ul>	<ul style="list-style-type: none"> <li>- Understand and use different question types i.e. open / closed/ rhetorical.</li> <li>- Keep conversations going with a range of people by asking relevant questions relating to the previous remark.</li> </ul>
<b>Use relevant strategies to build their vocabulary</b>	<ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their</li> </ul>	<ul style="list-style-type: none"> <li>- Understand that words can be put into categories e.g. animals,</li> </ul>	<ul style="list-style-type: none"> <li>- Begin to choose from a range of imaginative and</li> </ul>	<ul style="list-style-type: none"> <li>- Use dictionaries and thesaurus, word study, clines, collocations etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Explore sophisticated vocabulary that has multiple meanings and use</li> </ul>

	own ideas, using recently introduced vocabulary (C&L)	transport, characters - Recognise objects, characters and animals from a description. - Use words more specifically to make their meaning clear	descriptive words in sentences. - Be able to infer what a new word means by context. - Be able to use classroom resources to support language choices	to make better word choices.	mostly accurately but with occasional error. - Be able to select the most appropriate resource to support vocabulary choices.
<b>Articulate and justify answers, arguments and opinions</b>	- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary (C&L);	- Show that they can use language to reason and persuade e.g. 'I think.....because....'	- Use more complicated grammar including using different ways to join phrases to help explain and justify ideas/events or opinions e.g. because, so, then.	- Use language for a range of different reasons e.g. complimenting, clarifying, explaining, justifying, criticising, negotiating etc. - Link points made with appropriate conjunctions and connecting phrases to provide a coherent thread.	- Negotiate an agreement explaining other possible outcomes and options. - Realise when people don't understand fully and try to help them e.g. offering clarification, rephrasing, expansion etc.
<b>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</b>	- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary (C&L); Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate (C&L);	- List events with some detail - Retell favourite stories - Describe events. These may not always be joined together or in the correct order.	- Describe their own experiences in detail and in the correct order. - Tell a story with important key components in place. - Use conjunctions to link their ideas together.	- Select appropriate detail and chronology to include in their descriptions, explanations, narratives – increasingly aware of the need for brevity or extension.	- Tell elaborate entertaining stories which are full of detailed descriptions - Use appropriate language that is detailed to describe experiences that may have happened some time ago or are planned for the future making verb choices that accurately reflect the time-frame.
<b>Maintain attention and participate actively in</b>	- Participate in small group, class and one-to-one discussions, offering	- Start conversations with other people and join in with group conversations	- Take turns to talk, listen and respond in two-way conversations and groups.	- Vary the tone of their voices to make story	- Manage and organise collaborative tasks with little

<b>collaborative conversations, staying on topic and initiating and responding to comments</b>	<p>their own ideas, using recently introduced vocabulary (C&amp;L);</p> <ul style="list-style-type: none"> <li>- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions (C&amp;L);</li> </ul>	<p>listening and responding to ideas expressed by others.</p>		<p>telling exciting and come to life.</p> <ul style="list-style-type: none"> <li>- Understand the interests of the listener, e.g. 'guess who I saw yesterday'</li> </ul>	<p>adult supervision.</p> <ul style="list-style-type: none"> <li>- Use appropriate expression and tone for the purpose and the audience.</li> </ul>
<b>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</b>	<ul style="list-style-type: none"> <li>- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary (C&amp;L);</li> <li>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate (C&amp;L);</li> </ul>	<ul style="list-style-type: none"> <li>- Use longer or more complicated details within their speech to organise, sequence and clarify thinking, ideas, feelings and events.</li> </ul>	<ul style="list-style-type: none"> <li>- Use language to communicate a wider range of concepts such as ask, negotiate, give opinions and discuss feelings and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>- Select and use appropriate language for a range of people in different situations. This is important for building friendships, e.g. complimenting or criticising, clarifying and negotiating.</li> </ul>	<ul style="list-style-type: none"> <li>- Use speculative and hypothetical language to explore a range of ideas and situations</li> <li>- Negotiate an agreement explaining other options and possible outcomes.</li> </ul>
<b>Speak audibly and fluently with an increasing command of Standard English</b>	<ul style="list-style-type: none"> <li>- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>	<ul style="list-style-type: none"> <li>- Produce speech that is clear and easy to understand, though may have some immaturities e.g. pronunciation of certain sounds and some grammatical errors</li> </ul>	<ul style="list-style-type: none"> <li>- Use speech that is usually clear and easily understood by others. Have a growing awareness of grammatically accurate Standard English.</li> </ul>	<ul style="list-style-type: none"> <li>- Use grammatically accurate standard English</li> <li>- Recognise the difference between formal and informal language.</li> </ul>	<ul style="list-style-type: none"> <li>- Select and use sophisticated language patterns and structures including in formal situations, demonstrating a good command of Standard English.</li> </ul>
<b>Participate in discussions, presentations, performances, role play,</b>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently</p>	<ul style="list-style-type: none"> <li>- Join in and organise role play with friends.</li> <li>- Play cooperatively and pretend to be someone else talking.</li> </ul>	<ul style="list-style-type: none"> <li>- Use an imaginative range of descriptive words when engaged in role play.</li> </ul>	<ul style="list-style-type: none"> <li>- Speak clearly, fluently and accurately in a range of collaborative situations offering</li> </ul>	<ul style="list-style-type: none"> <li>- Participate confidently in debate, understanding and sustaining the conversations and</li> </ul>

<b>improvisations and debates</b>	introduced vocabulary (C&L)	- Re-tell favourite stories.	- Use speech that is consistently clear and easy to understand when presenting to others.	relevant contributions to the task - Vary their tone of voice to make role play/information more exciting.	demonstrating a range of debating skills. - Instigate, participate and improvise appropriately in collaborative tasks
<b>Gain, maintain and monitor the interest of the listener(s)</b>	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers (C&L).	- Initiate conversations with others, understanding they need to look at the audience when they are speaking. - Give details that they know are important and will influence the listener.	- Begin to be aware of what the listener knows already and make checks while telling the story. - Take turns to talk, listen and respond in two-way conversations and groups.	- Add detail or leave information out according to how much is already known by the listener. - Understand the interests of the listener and respond appropriately.	- Tell elaborate entertaining stories using expression and tone of voice to engage the listener. - Incorporate detail to engage and inform the listener across tasks that aren't always straightforward chronologies e.g. aside, flashback, counter-argument etc.
<b>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</b>	Make comments about what they have heard and ask questions to clarify their understanding (C&L); Hold conversation when engaged in back-and-forth exchanges with their teacher and peers (C&L)	- Listen to others, taking account of their opinions. - Take turns to speak to and with others	- Listen carefully to others, asking lots of questions to find out specific information including 'how' and 'why' - Begin to recognise and value the opinions of others	- Join in discussions using appropriate and relevant vocabulary. - Keep conversations going with a range of people by making relevant comments or by asking questions and acknowledging other viewpoints.	- Explore and explain situations and concepts to identify and evaluate the merits of other options and possible outcomes. - Negotiate agreement by sharing ideas and information, giving and receiving advice, offering an opinion and taking notice of the opinion of others.
<b>Select and use appropriate registers for effective communication.</b>	Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with	- Use words more specifically to make their meaning clear. - Show some awareness of appropriate language choices in school as opposed	- Use language they hear other people using and begin to be aware of current peer language. - Begin to understand that they need to use different	- Use formal or informal language where appropriate in familiar situations to ensure the listener understands	- Select and use the appropriate formality of language depending on the audience. - Explain features of own and others' language use, showing understanding of

	modelling and support from their teacher (C&L).	to home e.g. 'loo'/toilet.	styles of talk with different people.		the effect of varying language for different purposes and situations
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## Reading strategies, interventions and resources - Reception to Year 6

	R	1	2	3	4	5	6
How?	Daily synthetic phonics teaching – Floppy’s		Catch-up phonics 4x weekly as required				
	Children provided with banded, phonically decodable reading books – Floppy’s Phonics/ORT						
	Weekly 1:1 reading with an adult for all pupils			Weekly 1:1 reading with an adult for <ARE			
	Story Sacks taken home	Weekly reading homework					
		Weekly reading comp			Weekly whole-class reading lessons		
	Weekly guided reading in groups					Weekly whole-class guided reading	
Interventions and additional support	Extra phonics sessions			Dyslexia Gold			
	Talk Boost		Project X Code			Small-group comprehension support	
					‘New Reading, New Thinking’ inference intervention		
Assessments	Salford Reading Age						
	Progress in Reading Assessment (PIRA) – Autumn (Y1-5), Spring and Summer (Y1, 3-5)					Previous KS2 SATs papers	
			Previous KS1 SATs paper - Spring				
	Development Matters	Phonics Screening and Y2 re-screening					
			KS1 Reading Assessment		KS2 Reading Assessment		

Skills progression and coverage	Reception	Year 1	Year 2	Years 3 and 4	Years 5 and 6
Decoding	Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending (L)	<ul style="list-style-type: none"> <li>•apply phonic knowledge to decode words</li> <li>•speedily read all 40+ letters/groups for 40+ phonemes</li> <li>•read accurately by blending taught GPC</li> <li>•read common exception words</li> <li>•read common suffixes (-s, -es, -ing, -ed, etc.)</li> <li>•read multisyllable words containing taught GPCs</li> <li>•read contractions and understanding use of apostrophe</li> <li>•read aloud phonically-decodable texts</li> </ul>	<ul style="list-style-type: none"> <li>*secure phonic decoding until reading is fluent</li> <li>*read accurately by blending, including alternative sounds for graphemes</li> <li>*read multisyllable words containing these graphemes</li> <li>*read common suffixes</li> <li>*read exception words, noting unusual correspondences</li> <li>*read most words quickly &amp; accurately without overt sounding and blending</li> </ul>	<ul style="list-style-type: none"> <li>*apply their growing knowledge of root words, prefixes and suffixes, 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>	<ul style="list-style-type: none"> <li>*apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</li> </ul>
Range of Reading	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (L)	<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> </ul>	<ul style="list-style-type: none"> <li>*listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> </ul>	<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> </ul>	<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>*making comparisons within and across books</li> </ul>
Familiarity with texts	Introduced to age appropriate stories, non-fiction, rhymes and poems	<ul style="list-style-type: none"> <li>*becoming very familiar with key stories, fairy stories and traditional tales, retelling</li> </ul>	<ul style="list-style-type: none"> <li>*becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> </ul>	<ul style="list-style-type: none"> <li>*increasing their familiarity with a wide range of books, including fairy stories,</li> </ul>	<ul style="list-style-type: none"> <li>*increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern</li> </ul>



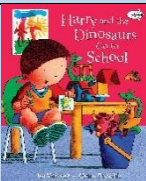
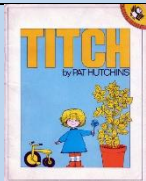

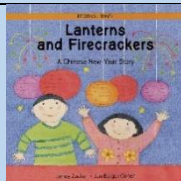
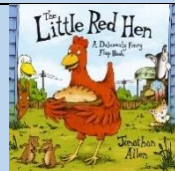
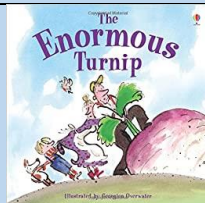
	through books and during role-play (L)	them and considering their particular characteristics *recognising and joining in with predictable phrases	*recognising simple recurring literary language in stories and poetry	myths and legends, and retelling some of these orally *identifying themes and conventions in a wide range of books	fiction, fiction from our literary heritage, and books from other cultures and traditions *identifying and discussing themes and conventions in and across a wide range of writing
Poetry and Performance	Perform songs, rhymes, poems and stories with others (EA&D)	*learning to appreciate rhymes and poems, and to recite some by heart	*continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	*preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action *recognising some different forms of poetry	*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
Word meanings	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary (L)	*discussing word meanings, linking new meanings to those already known	*discussing and clarifying the meanings of words, linking new meanings to known vocabulary *discussing their favourite words and phrases	*using dictionaries to check the meaning of words that they have read	
Understanding	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary (L) Make comments about what they have heard and ask questions to clarify their understanding (C&L)	*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 sequence of events in books and how items of information are related *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	*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	* 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 *summarising the main ideas drawn from more than one

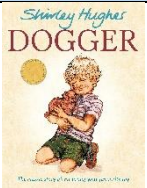
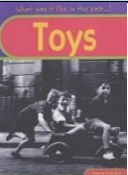
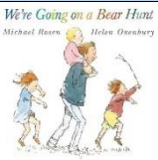
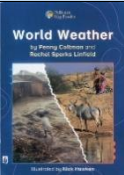

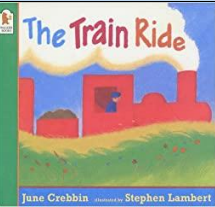


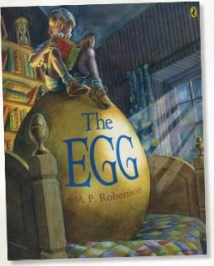
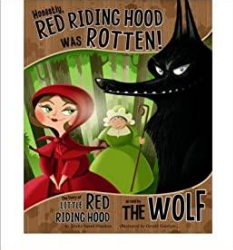
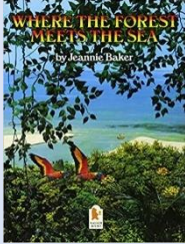
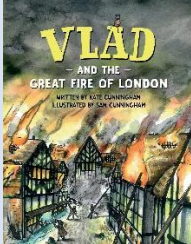
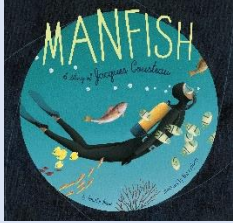
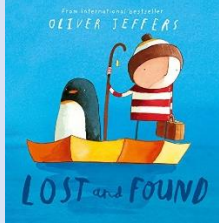
			read and correcting inaccurate reading	*identifying main ideas drawn from more than one paragraph and summarising these	paragraph, identifying key details to support the main ideas
Inference		*discussing the significance of the title and events *making inferences on the basis of what is being said and done	*making inferences on the basis of what is being said and done *answering and asking questions	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Prediction	Anticipate – where appropriate – key events in stories (L)	*predicting what might happen on the basis of what has been read so far	*predicting what might happen on the basis of what has been read so far	*predicting what might happen from details stated and implied	*predicting what might happen from details stated and implied
Authorial Intent				*discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure, and presentation contribute to meaning	*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
Non-fiction	Introduce age appropriate non-fiction books linked to the children's current learning (L); Use and understand recently introduced vocabulary during discussions about non-fiction books and during role-play (L)		*being introduced to non-fiction books that are structured in different ways	*retrieve and record information from non-fiction	*distinguish between statements of fact and opinion *retrieve, record and present information from non-fiction
Discussing Reading	Use and understand recently introduced vocabulary during	*participate in discussion about what is read to them,	*participate in discussion about books, poems & other	*participate in discussion about both books that are read to	*recommending books that they have read to their peers,

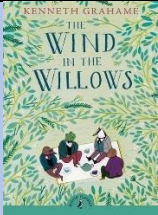
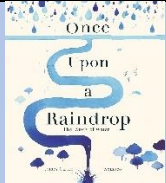
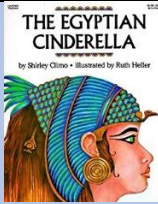
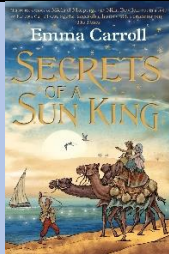
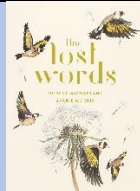
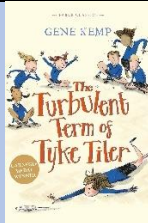
	<p>discussions about stories, non-fiction, rhymes and poems and during role-play (L)</p> <p>Make comments about what they have heard and ask questions to clarify their understanding (C&amp;L)</p>	<p>taking turns and listening to what others say</p> <p>*explain clearly their understanding of what is read to them</p>	<p>works that are read to them &amp; those that they can read for themselves, taking turns and listening to what others say</p> <p>*explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>	<p>them and those they can read for themselves, taking turns and listening to what others say</p>	<p>giving reasons for their choices</p> <p>*participate in discussions about books, building on their own and others' ideas and challenging views courteously</p> <p>*explain and discuss their understanding of what they have read, including through formal presentations and debates,</p> <p>*provide reasoned justifications for their views</p>
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## Overview of Texts and Genres of Writing

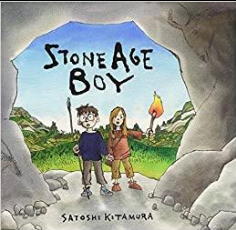
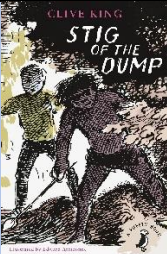
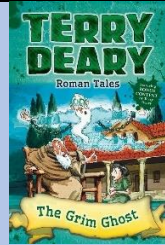
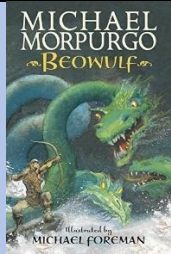
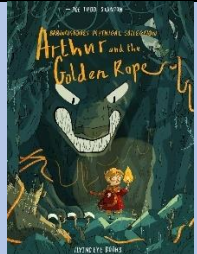
Year R/1 – Cycle A		Autumn		Spring		Summer	
	Topic/theme	Dinosaurs and Us		The Seasons		In the Country	
	Core text	 Harry and the Dinosaurs go to School – Ian Whybrow	 Titch Pat Hutchins	 Seasons come, Seasons go – Patricia Hegarty	 Lanterns and Firecrackers – Jonny Zucker	 Little Red Hen	 The Enormous Turnip
	Fiction opportunities	<b>Writing to entertain:</b> Sentence writing - favourite part of the story	<b>Writing to entertain:</b> class narrative - using different objects	<b>Writing to entertain:</b> narrative – own version using tree or other object	<b>Writing to entertain:</b> retell the story of the animals of the Chinese Zodiac	<b>Writing to entertain:</b> message to a character in the story	<b>Writing to entertain:</b> retell event from a different view point
	Non-fiction opportunities	<b>Writing to inform:</b> recount of first day at school	<b>Writing to inform:</b> labels of pictures from the story	<b>Writing to inform:</b> lists of changes seen in each season	<b>Writing to inform:</b> leaflet about Chinese New Year	<b>Writing to inform:</b> letter to Little Red Hen	<b>Writing to inform:</b> newspaper report retelling the story
	Poetry opportunities	<b>List poem:</b> using emotions	<b>Shape poems:</b> using big bigger biggest	<b>Rhyme:</b> make up own tree rhyme using a known tune	<b>Poem:</b> write a poem using sounds from the firecrackers and fireworks	<b>Rhyme:</b> learn and perform Little Red Hen rap	<b>Poems with repeated phrases.</b>
	Opportunities for consolidation	<b>Class display:</b> ...and the .... Go to Ewelme School	<b>Posters:</b> make and label a poster showing objects that are big, bigger, biggest	<b>Performance:</b> perform new rhyme to other classes	<b>Invitations:</b> to a Chinese new Year celebration	<b>Instructions:</b> how to make bread	<b>Instructions:</b> How to grow a turnip
	Skills	Basic sentence construction	Regular past tense	Conjunctions <i>and, but</i> Adjectives	Using capital letters Adverbs	Suffixes –s, -es, -ed, -ing, -er, -est Prefix –un	Prepositions, similes, ? !
	Additional class texts	Whiffy Wilson The wolf who wouldn't go to school – Caryl Hart	Dinosaur Atlas – Tony Gibbons	The Winter King and the Summer Queen – Mary Lister	The Turtle who danced with the crane – Stan Cullimore	Traditional tales	

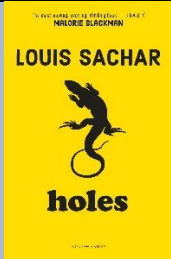
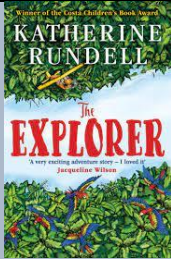
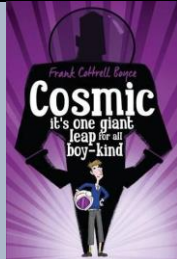
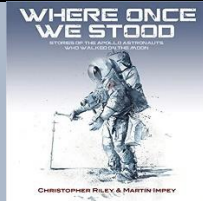
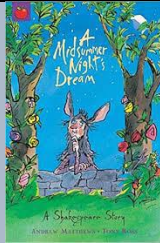
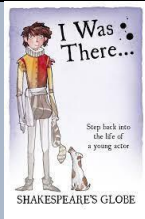
Year R/1 – Cycle B		Autumn		Spring		Summer	
	Topic/theme	Animals and Toys		Whatever the Weather		About Town	
	Core text	 Dogger - Shirley Hughes	 Toys – Kamiri Khanduri	 We're going on a bear hunt - Michael Rosen	 World Weather – Penny Coltman	 This is our House - Michael Rosen	 The Train Ride – June Crebbin
	Fiction opportunities	Writing to entertain: character description	Writing to entertain: toy descriptions	Writing to entertain: narrative – 'We're going on a...hunt'	Writing to entertain/inform: weather report script	Writing to entertain: description of their house	Writing to entertain: description of their journey
	Non-fiction opportunities	Writing to inform: lost poster	Writing to inform: toy timeline labels	Writing to inform: postcard from the Bear in the cave	Writing to inform: labels for weather reports	Writing to inform: instructions - how to build a cardboard house	Writing to inform: tickets and posters
	Poetry opportunities	List poem: using favourite toys	Shape poems: toys	Repetition: repeated patterns or lines.	Poems: using weather	Poems from other cultures	Poems using train sounds
	Opportunities for consolidation	Message: to a character in the story	Timeline: toys through the ages	Signs: showing the way to the bear cave	Weather charts	Rules for their homes	Story with repeated phrases
	Skills	Basic sentence construction	Punctuating sentences. Capital letters, finger spaces, full stops.	Conjunctions <i>and</i> , <i>but</i> Adjectives	Using exclamation marks. Adverbs	Suffixes –s, -es, -ed, -ing, -er, -est Prefix –un	Prepositions ? !
	Additional class texts	Haratio's Bed – Camilla Ashforth	Start up history – Toys – Stewart Ross	Seasons – Rodney Martin	The lonely scarecrow – Tim Preston	Start up History, Homes – Stewart Ross	Noisy poems – Jill Bennett


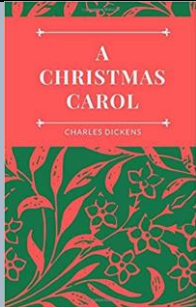
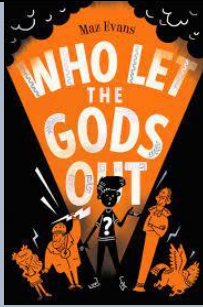


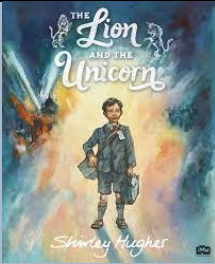
Year 2		Autumn		Spring		Summer	
	Topic/theme	Castles		The Rainforest	Great Fire of London	Explorers and Inventors	
	Core text	 The Egg by M Paterson George	 Honestly, Little Red Riding Hood is Rotten	 Where the forest meets the Sea	 Vlad and the Great Fire of London	 Manfish	 Lost and Found
	Fiction opportunities	<b>Writing to entertain:</b> setting description	<b>Writing to entertain:</b> traditional tale from a different point of view	<b>Writing to entertain:</b> innovate a journey through the rainforest	<b>Writing to entertain:</b> diary entry (a new animal to retell events)	<b>Writing to entertain:</b> adventure story linked to underwater	<b>Writing to entertain:</b> dilemma - should the boy leave the penguin?
	Non-fiction opportunities	<b>Writing to inform:</b> recount (finding an egg in the school garden)	<b>Writing to inform:</b> instructions on how to trick Little Red Riding Hood	<b>Writing to inform:</b> how people can save the rainforest	<b>Writing to inform:</b> non-chronological report about the fire	<b>Writing to inform:</b> biography/autobiography (recount their own lives like Jacques Cousteau)	<b>Writing to inform:</b> film and book report
	Poetry opportunities	Riddles / jokes / nonsense sentences	Traditional rhymes Oral performance of 'Magic Horse'	Acrostic and alliterative poetry about animals	Calligram poem based on fire.	Free verse poems	Poem analysis: compare different structures etc.
	Opportunities for consolidation	<b>Instructions:</b> how to look after a dragon	Setting / character <b>description.</b>	<b>Recount:</b> visit to a rainforest	<b>Instructions:</b> fire safety	<b>Book review, description</b>	<b>Instruction writing,</b> writing a quest <b>narrative</b>
	Skills	Basic sentence construction + types, punctuation ?!	Basic sentence construction, Punctuation , ' , '	Past tense, expanded noun phrases,	Progressive tense, adverbs, irregular past tense	Conjunctions: because, when, if, that, or	Parts of speech, compound words, irr. adjectives
	Additional class texts	The Dragon Snatcher; The Dragon; Dragonology	Three little wolves and the big bad pig; Into the Forest;	The Great Kapok Tree; Fantastic Flying Journey;	The Dark; La Luna; The Story of the Great Fire	Dougal's Deep Sea diary; The Big book of the Blue;	The way back home; Great Adventurers

Year 3 and 4 - Cycle A		Autumn		Spring		Summer	
	Topic/theme	Rivers		Ancient Egyptians		Our Village	
	Core text	 The Wind in the Willows Kenneth Grahame	 Once Upon a Raindrop: The Story of Water	 The Egyptian Cinderella /Cinderboy (BB)	 Secrets of a Sun King by Emma Carroll	 The Lost Words/ Heard it in the Playground Allen Ahlberg	 The Turbulent Term of Tyke Tyler Gene Kemp
	Fiction opportunities	Writing to entertain: character description	Writing to entertain: comparative setting description (the source and the sea)	Writing to entertain: comparing fairy tales/ interviews	Writing to entertain: narrative sequel	Writing to entertain: setting description	Writing to entertain: character/ plot description and predictions
	Non-fiction opportunities	Writing to persuade: should Mole be adventurous?	Writing to inform: explanation text of The Water Cycle	Writing to inform: instructions (DT link)	Writing to inform: informative posters	Writing to inform: biographies	Writing to inform: TV/radio report on the bell-tower incident
	Poetry opportunities	Concrete Poems	Narrative Poem	Haiku	Ozymandias (Shelley)	Learning and performing	Cinquain poems
	Opportunities for consolidation	Report: Mr. Toad and the police	Persuasive Poster: Saving water	Instructions - Mummification	Report: Newspaper report on Howard Carter	Free Verse: based on the lost words	Argument and opinion: Is Tyke wrong to help Danny?
	Skills	Nouns and Pronouns	Verb tenses and irregular verbs	Adjectives with antonyms	Adverbs/fronted adverbials	Conjunctions and commas	Inverted commas/ apostrophes
	Additional class texts	The Rhythm of the Rain Grahame Baker-Smith, Song of the River Joy Cowley, Hiawatha		The Search for Tutankhamen Jane Shutter (BB) The Ancient Egyptians Fiona MacDonald		Light and Dark Jack Challoner(BB- x-over with science) The Writing on the Hearth	



Year 3 and 4 - Cycle B		Autumn		Spring		Summer	
	Topic/theme	Prehistoric Britain		Romans		Anglo-Saxons	
	Core text	 Stone Age Boy Satoshi Kitamura	 Stig of the Dump Clive King	 Escape from Pompeii Christina Balit	 The Grim Ghost Terry Deary	 Beowulf Michael Morpurgo	 Arthur and the Golden Rope
	Fiction opportunities	Writing to entertain: narrative (reverse the story)	Writing to entertain: playscript of chapter 5/ alternative POV	Writing to entertain: TV episode (cliff-hanger)	Writing to entertain: narrative (additional chapter)	Writing to entertain: myths and legends	Writing to entertain: narrative – sequel
	Non-fiction opportunities	Writing to inform: non-chronological report (life of hunter gatherers)	Writing to inform: biography (Clive King)	Writing to inform: report about the eruption of Vesuvius	Writing to inform: instructions (orders for a Roman soldier)	Writing to persuade: Why Grendel's mother did/didn't deserve revenge	Writing to inform: recount - Arthur's diary
	Poetry opportunities	Free Verse (The Quarry)	Narrative poem (The Invasion)	Humorous Poems	Monologues	kennings (similes and metaphors)	Acrostic
	Opportunities for consolidation	Descriptions: Characters and settings	Persuasive letter: Tree decoration	Summarising	Book review: intended audience	Instructions: how to make a pouch	Themes: What are common themes in myths and legends?
	Skills	Nouns and Pronouns	Verb tenses and irregular verbs	Adjectives with antonyms	Adverbs/fronted adverbials	Conjunctions and commas	Inverted commas/ apostrophes
	Additional class texts	The First Drawing Mordecai Gerstein (x-over with Art) Prehistoric Britain (Usborne History of Britain) Ug - Raymond Briggs		Romulus and Remus, Julius Caesar (Shakespeare), Hysterical Historical Poems: The Romans Brian Moses, The Captive Celt Terry Deary		The Princess who Hid in a Tree: An Anglo-Saxon Story	

Year 5 and 6 Cycle A		Autumn		Spring		Summer	
	Topic/theme	Amazing Americas		Earth and Space		Off with their heads!	
	Core text	 <p>Holes by Louis Sachar</p>	 <p>The Explorer by Katherine Rundell</p>	 <p>Cosmic by Frank Cottrell Boyce</p>	 <p>Where We Once Stood by Christopher Riley and Martin Impey</p>	 <p>A Midsummer Night's Dream by Andrew Matthews</p>	 <p>I Was There... Shakespeare's Globe by Valerie Wilding</p>
	Fiction opportunities	Writing to entertain: diary writing in character	Writing to entertain: narrative – Amazon adventure stories	Writing to entertain: narrative - alternative chapter writing	Writing to entertain: setting description	Writing to entertain: playscript (alternative scene)	Writing to entertain: narrative – writing in the 3 <sup>rd</sup> person
	Non-fiction opportunities	Writing to inform: newspaper reports	Writing to discuss: deforestation	Writing to persuade: letters in role	Writing to inform: recounts of space exploration	Writing to persuade: advertising AMND	Writing to inform: Tudor letters
	Poetry opportunities	Native American poetry	Rainforest poems (description)	Space acrostics	Free verse – solar system	Performance poetry (Henry VIII)	Shakespearean sonnets
	Opportunities for consolidation	Setting description of Camp Green Lake	Postcards from the rainforest	Instructions – preparing for blast off	Explanation – orbits	Character description from AMND	Review of a Shakespeare play
	Skills	Relative clauses	Brackets, dashes, commas (parenthesis)	Formal and informal voice/tone	Cohesion	Colons and semi-colons	Subjunctive form
	Additional class texts	When Jessie Came Across the Sea by Amy Hest	The Undefeated by Kwame Alexander	Curiosity: The Story of a Mars Rover by Markus Motum	Hidden Figures by Margot Shetterley	Treason by Berlie Doherty	Diver's Daughter by Patrice Laurence

Year 5 and 6 Cycle B		Autumn		Spring		Summer	
	Topic/theme	Victorians		Ancient Greece/ Democracy		World War II	
	Core text						
		Street Child by Berlie Doherty	A Christmas Carol by Charles Dickens	Who Let the Gods Out? by Maz Evans	The Island Armin Greder	Goodnight Mister Tom by Michelle Magorian	The Lion and the Unicorn by Shirley Hughes
	Fiction opportunities	<b>Writing to entertain:</b> setting descriptions of Victorian scenes	<b>Writing to entertain:</b> playscripts (additional scene)	<b>Writing to entertain:</b> myths (rewriting the Labours of Heracles)	<b>Writing to entertain:</b> 3 <sup>rd</sup> person narrative	<b>Writing to entertain:</b> character description	<b>Writing to entertain:</b> 1 <sup>st</sup> person narrative
	Non-fiction opportunities	<b>Writing to inform:</b> biographies of Victorian figures	<b>Writing to discuss:</b> film reviews of versions of 'A Christmas Carol'	<b>Writing to persuade:</b> Greek holiday leaflets	<b>Writing to discuss:</b> balanced argument (Athens or Sparta?)	<b>Writing to persuade:</b> letters from Tom	<b>Writing to inform:</b> recount of an evacuee
	Poetry opportunities	'My Shadow' by Robert Louis-Stevenson	Free verse – A Victorian Christmas	Greek acrostics	'What's democracy?' – free verse	World War II poetry studies	
	Opportunities for consolidation	Comparing themes of 'Street Child' and 'Oliver Twist'	Diary from a character's perspective	Instructions – a Greek recipe	Letter from a Greek leader	Newspaper report – the break of WWII	Invitation to a VE party
	Skills	Using a thesaurus, expanded noun phrases	Perfect form of verbs	Passive verbs	Cohesive devices	Relative clauses and cohesion	Commas to mark clauses; colons and semi-colons
	Additional class texts	Oliver Twist by Charles Dickens	Gaslight by Eloise Williams	Myths in 30 Seconds by Anita Ganeri	The Arrival by Shaun Tan	War Horse by Michael Morpurgo	My Secret War Diary by Marcia Williams

## Progression in Writing (Reception – Year 3)

	Reception	Year 1	Year 2	Year 3
Phonic and Whole word spelling	Spell words by identifying sounds in them and representing the sounds with a letter or letters (L)	<ul style="list-style-type: none"> <li>• words containing each of the 40+ phonemes taught</li> <li>• common exception words</li> <li>• the days of the week</li> <li>• name the letters of the alphabet in order</li> <li>• using letter names to distinguish between alternative spellings of the same sound</li> </ul>	<ul style="list-style-type: none"> <li>• segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>• learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>• learning to spell common exception words</li> <li>• distinguishing between homophones and near-homophones</li> </ul>	<ul style="list-style-type: none"> <li>• spell further homophones</li> <li>• spell words that are often misspelt</li> </ul>
Other word building spelling		<ul style="list-style-type: none"> <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</li> <li>• apply simple spelling rules and guidance</li> </ul>	<ul style="list-style-type: none"> <li>• learning the possessive apostrophe (singular)</li> <li>• learning to spell more words with contracted forms</li> <li>• add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</li> <li>• apply spelling rules and guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand how to add them</li> <li>• place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</li> <li>• use the first 2 or 3 letters of a word to check its spelling in a dictionary</li> </ul>
Transcription	Write simple phrases and sentences that can be read by others (L)	• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	• write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
Handwriting	Write recognisable letters, most of which are correctly formed (L); Hold a pencil effectively in preparation for fluent writing –	• sit correctly at a table, holding a pencil comfortably and correctly	<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</li> </ul>	• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one

	using the tripod grip in almost all cases (PD)	<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' and to practise these</li> </ul>	join letters and understand which letters, when adjacent to one another, are best left unjoined <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>	another, are best left unjoined <ul style="list-style-type: none"> <li>• increase the legibility, consistency and quality of their handwriting</li> </ul>
Contexts for Writing		<ul style="list-style-type: none"> <li>• Non-fiction: labels, captions, signs, notices, instructions, rules, lists, recounts, information leaflets, non-chronological reports, letters</li> <li>• Fiction: fantast, traditional and with patterned language</li> <li>• Poetry: rhyme and rhythm, playing with words, descriptive, classic</li> </ul>	<ul style="list-style-type: none"> <li>• Non-Fiction: instructions, detailed information texts, explanation, non-chronological report, recounts</li> <li>• Fiction: familiar settings, traditional tales, extended stories, character and setting descriptions</li> <li>• Poetry: nonsense and limerick, classics, patterns on a page (rhyme, rhythm, acrostic, shape poems), descriptive (imagery – simile)</li> </ul>	<ul style="list-style-type: none"> <li>• Non- Fiction: Information texts, non-chronological reports</li> <li>• Writing showing different viewpoints: diaries, letters, opinions, reviews, persuasion</li> <li>• Fiction: settings and character descriptions, playscripts, narrative – action, suspense, quest, adventure, myths</li> <li>• Poetry: classics, performance, language play and imagery</li> </ul>
Planning Writing	Invent, adapt and recount narratives and stories with peers and their teacher (EA&D)	<ul style="list-style-type: none"> <li>• saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it</li> </ul>	<ul style="list-style-type: none"> <li>• planning or saying out loud what they are going to write about</li> </ul>	<ul style="list-style-type: none"> <li>• discussing and recording ideas</li> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> </ul>
Drafting Writing	Invent, adapt and recount narratives and stories with peers and their teacher (EA&D)	<ul style="list-style-type: none"> <li>• sequencing sentences to form short narratives</li> <li>• re-reading what they have written to check that it makes sense</li> </ul>	<ul style="list-style-type: none"> <li>• writing down ideas and/or key words, including new vocabulary</li> <li>• encapsulating what they want to say, sentence by sentence</li> </ul>	<ul style="list-style-type: none"> <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 (headings &amp; subheadings)</li> </ul>
Editing Writing		<ul style="list-style-type: none"> <li>• discuss what they have written with the teacher or other pupils</li> </ul>	<ul style="list-style-type: none"> <li>• evaluating their writing with the teacher and other pupils</li> </ul>	<ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing and suggesting improvements</li> </ul>



			<ul style="list-style-type: none"> <li>• rereading 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>• proofreading to check for errors in spelling, grammar and punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>• proofread for spelling and punctuation errors</li> </ul>
Performing Writing	Make use of props and materials when role playing characters in narratives and stories (EA&D)	<ul style="list-style-type: none"> <li>• read their writing aloud clearly enough to be heard by their peers and the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul>	<ul style="list-style-type: none"> <li>• read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul>
Vocabulary	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary (C&amp;L);</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate (C&amp;L)</p>	<ul style="list-style-type: none"> <li>• leaving spaces between words</li> <li>• joining words and joining clauses using "and"</li> </ul>	<ul style="list-style-type: none"> <li>• expanded noun phrases to describe and specify</li> </ul>	<ul style="list-style-type: none"> <li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• using conjunctions, adverbs and prepositions to express time and cause (and place)</li> </ul>
Grammar		<ul style="list-style-type: none"> <li>• regular plural noun suffixes (-s, -es)</li> <li>• verb suffixes where root word is unchanged (-ing, -ed, -er)</li> <li>• un- prefix to change meaning of adjectives/adverbs</li> <li>• to combine words to make sentences, including using and</li> <li>• Sequencing sentences to form short narratives</li> <li>• separation of words with spaces</li> <li>• sentence demarcation (. ! ?)</li> </ul>	<ul style="list-style-type: none"> <li>• sentences with different forms: statement, question, exclamation, command</li> <li>• the present and past tenses correctly and consistently including the progressive form</li> <li>• subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>• some features of written Standard English</li> <li>• suffixes to form new words (-ful, -er, -ness)</li> </ul>	<ul style="list-style-type: none"> <li>• using the present perfect form of verbs in contrast to the past tense</li> <li>• form nouns using prefixes (super-, anti-)</li> <li>• use the correct form of 'a' or 'an'</li> <li>• word families based on common words (solve, solution, dissolve, insoluble)</li> </ul>



		<ul style="list-style-type: none"> <li>capital letters for names and pronoun 'I')</li> </ul>	<ul style="list-style-type: none"> <li>sentence demaracation</li> <li>commas in lists</li> <li>apostrophes for ommission &amp; singular posession</li> </ul>	
Punctuation		<ul style="list-style-type: none"> <li>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> </ul>	<ul style="list-style-type: none"> <li>learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> </ul>	<ul style="list-style-type: none"> <li>using and punctuating direct speech (i.e. Inverted commas)</li> </ul>
Grammatical Terminology		letter, capital letter, word, singular, plural , sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix , adverb, tense (past, present) , apostrophe, comma	adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')

## Progression in Writing (Years 4 – 6)

	Year 4	Year 5	Year 6
Phonic and Whole word spelling	<ul style="list-style-type: none"> <li>spell further homophones</li> <li>spell words that are often misspelt (Appendix 1)</li> </ul>	<ul style="list-style-type: none"> <li>spell some words with 'silent' letters</li> <li>continue to distinguish between homophones and other words which are often confused</li> <li>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1</li> </ul>	<ul style="list-style-type: none"> <li>spell some words with 'silent' letters</li> <li>continue to distinguish between homophones and other words which are often confused</li> <li>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1</li> </ul>
Other word building spelling	<ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand how to add them</li> <li>place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</li> <li>use the first 2 or 3 letters of a word to check its spelling in a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand the guidance for adding them</li> <li>use dictionaries to check the spelling and meaning of words</li> <li>use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand the guidance for adding them</li> <li>use dictionaries to check the spelling and meaning of words</li> <li>use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</li> </ul>
Transcription	<ul style="list-style-type: none"> <li>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>		
Handwriting	<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</li> </ul>	<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>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>
Contexts for Writing	<ul style="list-style-type: none"> <li>Non- Fiction: Explanation, information texts, variety of persuasion texts including structured viewpoint, newspaper reports, issues/dilemmas</li> <li>Fiction: stories in imaginary worlds</li> <li>Poetry: imagery, form, classics</li> <li>Differing cultural and historical settings – character and setting descriptions, scene/section/chapter writing.</li> </ul>	<ul style="list-style-type: none"> <li>Non-Fiction: Recounts including viewpoints/bias</li> <li>Fiction: extended narratives, myths and legends (including building setting, character, action, building suspense and tension)</li> <li>Poetry: Classical poetry</li> <li>Film narrative</li> <li>Persuasion – extended argument</li> </ul>	<ul style="list-style-type: none"> <li>Differing genre – how to start/ construct/ make links within differing genre – including use of mood, tone, atmosphere, suspense etc.</li> <li>Journalistic and report writing – demonstrating balance, bias and viewpoints</li> <li>Biographies and autobiographies</li> <li>Arguments – persuasions moving in to creating balanced arguments</li> </ul>

Planning Writing	<ul style="list-style-type: none"> <li>• discussing and recording ideas</li> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> </ul>	<ul style="list-style-type: none"> <li>• noting and developing initial ideas, drawing on reading and research where necessary</li> </ul>	<ul style="list-style-type: none"> <li>• noting and developing initial ideas, drawing on reading and research where necessary</li> </ul>
Drafting Writing	<ul style="list-style-type: none"> <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</li> </ul>	<ul style="list-style-type: none"> <li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>• précising longer passages</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</li> </ul>	<ul style="list-style-type: none"> <li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>• précising longer passages</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</li> </ul>
Editing Writing	<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>• proofread for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing</li> <li>• proposing changes to vocabulary, 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>• proofread for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing</li> <li>• proposing changes to vocabulary, 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>• proofread for spelling and punctuation errors</li> </ul>
Performing Writing	<ul style="list-style-type: none"> <li>• read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul>	<ul style="list-style-type: none"> <li>• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>	<ul style="list-style-type: none"> <li>• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>
Vocabulary	<ul style="list-style-type: none"> <li>• extending the range of sentences with more than one clause by using a wider range of</li> </ul>	<ul style="list-style-type: none"> <li>• use a thesaurus</li> <li>• using expanded noun phrases to convey complicated information concisely</li> </ul>	<ul style="list-style-type: none"> <li>• use a thesaurus</li> <li>• using expanded noun phrases to convey complicated information concisely</li> </ul>

	conjunctions, including when, if, because, although • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	• using modal verbs or adverbs to indicate degrees of possibility	• using modal verbs or adverbs to indicate degrees of possibility
Grammar	• using fronted adverbials • difference between plural and possessive -s • Standard English verb inflections (I did vs I done) • extended noun phrases, including with prepositions • appropriate choice of pronoun or noun to create cohesion	• using the perfect form of verbs to mark relationships of time and cause • using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun • converting nouns or adjectives into verbs • verb prefixes • devices to build cohesion, including adverbials of time, place and number	• 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 • differences in informal and formal language • synonyms & Antonyms • further cohesive devices such as grammatical connections and adverbials • use of ellipsis
Punctuation	• using commas after fronted adverbials • indicating possession by using the possessive apostrophe with singular and plural nouns • using and punctuating direct speech (including punctuation within and surrounding inverted commas)	• using commas to clarify meaning or avoid ambiguity in writing • using brackets, dashes or commas to indicate parenthesis	• using hyphens to avoid ambiguity • using semicolons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list • punctuating bullet points consistently
Grammatical Terminology	determiner, pronoun, possessive pronoun, adverbial	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points