

## English Knowledge and Skills Progression 2023-24

	<u>Foundation</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
	<p><b>Autumn – Eastfield Blocks Helping Hands</b></p> <p><b>Writing</b> Giving meaning to the marks I make.</p> <p>Writing my own name, forming letters correctly, initial sounds in words, beginning to write CVC words and labels</p> <p><b>Reading</b> Rhyme and Rhythm</p> <p>Alliteration</p> <p>Stories and Poems including repeated refrains.</p> <p>Recall/describe settings, events (story structure), and characters.</p> <p>Anticipate key events and phrases in rhymes/stories,</p>	<p><b>Autumn – Home sweet Home</b></p> <p>Non-Fiction Labels, lists and Captions 1 week</p> <p>Narrative Familiar Settings: Shark in a Park 2 weeks</p> <p>Non-fiction Non-chronological report: Houses 2 weeks</p> <p>Narrative Traditional Tales: The 3 Little Pigs 2 weeks</p> <p>Non-Fiction Instructions: Fruit Salad 2 weeks</p> <p>Non-Fiction Recount: Wightwick Manor visit 2 weeks</p>	<p><b>Autumn- Travelling Around</b></p> <p>Narrative Extended Stories: The Smartest Giant in town 2 weeks</p> <p>Narrative Room on the Broom 2 weeks</p> <p>Non-Fiction Instructions: Witch Puppet 2 weeks</p> <p>Non-Fiction Non-chronological Reports: Transport 2 weeks</p> <p>Poetry Travelling 3 days</p> <p>Poetry Bonfire night 1 week</p>	<p><b>Autumn – Meet the Flintstones</b></p> <p>Narrative- Stories with historical settings :Stone Age Boy 3 weeks</p> <p>Non-Fiction Newspaper report 2 weeks</p> <p>Poetry Performance: On the grassy hill 2 weeks</p> <p>Non-Fiction Non-chronological report: Artic and Antarctic Animals 2 weeks</p> <p>Narrative Extended stories: The Snowman 4 weeks</p>	<p><b>Autumn – Tomb Raiders</b></p> <p>Narrative: Stories from other Cultures: Egyptian Cinderella 6 weeks</p> <p>Non-Fiction Recounts: Newspapers 2 weeks</p> <p>Non-Fiction Non-chronological report- Egypt 1 week</p> <p>Narrative Stories set in imaginary worlds: The Iron Man 6 weeks</p>	<p><b>Autumn – Greece Lightning</b></p> <p>Narrative Percy Jackson (6 weeks)</p> <p>Narrative- Myths and Legends Pandora’s Box, Medusa, King Midas big book (4 weeks)</p> <p>Poetry - Performance poetry (Medusa poems) (2 weeks)</p> <p>Non-fiction - Instructions (Greek bread and Greek vases) (2 weeks)</p>	<p><b>Autumn – Mexican Hats</b></p> <p>Narrative Extended Narrative - Eragon by Christopher Paolini (7 weeks)</p> <p>Non Fiction - Journalistic Writing (2 weeks)</p> <p>Narrative Revision- Journey to the river sea (7 weeks)</p> <p><b>**Poetry is taught across the year during reading carousel, comprehension and CGP books**</b></p> <p><b>** Other non-fiction units such as argument, formal and impersonal writing, leaflets etc are taught cross curricular throughout the year**</b></p>

	<p>suggest story endings.</p> <p>Show an interest in print in books/environment and know that print carries information. Recognise familiar words.</p>	<p>Poetry Repetition and Rhyme 1 week</p>	<p>Narrative Extended Stories: The Polar Express 3 weeks</p>				
	<p><b>Spring - Once Upon a Time The Land Before Time</b></p> <p><b>Writing</b> Hear, say and record sounds in words, using clearly identifiable letters.</p> <p>Labels and captions</p> <p>Labels for a scene, writing characters names, captions about a picture from a story, short sentences for a purpose.</p> <p><b>Reading</b> Develop vocabulary and forms of</p>	<p><b>Spring – Out of this World</b></p> <p>Narrative Fantasy: Q Pootle 5 (3 weeks)</p> <p>Non-fiction Instructions: Alien lollipop and masks (2 weeks)</p> <p>Poetry Pattern &amp; Rhyme (3 days)</p> <p>Narrative Toys in Space (2 weeks)</p> <p>Non-Fiction Information: Neil Armstrong (2 weeks)</p>	<p><b>Spring – London’s Burning</b></p> <p>Narrative Traditional Tales: The Enormous Turnip (2 weeks)</p> <p>Non-Fiction Recount: Kingswood (2 weeks)</p> <p>Poetry Fire (3 days)</p> <p>Narrative Extended Stories: The Owl who was afraid of the dark (3 weeks)</p> <p>Non-Fiction</p>	<p><b>Spring – Building an Empire</b></p> <p>Narrative Play Scripts- Fantastic Mr Fox 3 weeks</p> <p>Non-Fiction Non-chronological report: Horrible Histories Rotten Romans 3 weeks</p> <p>Poetry Calligrams/ Shape poems 1 week</p>	<p><b>Spring – Let the Battle Commence!</b></p> <p>Narrative Stories with historical settings: Viking Tales 3 weeks</p> <p>Non-fiction Explanation texts: The Shirt Machine 3 weeks</p> <p>Non-Fiction Persuasive texts Leaflets and Cross curricular link to science helping habitats 3 weeks</p> <p>Poetry</p>	<p><b>Spring – Conquering Castles</b></p> <p>Non Fiction Unit 2 - Recounts The Battle of Hastings (4 weeks)</p> <p>Poetry Classic Narrative - The Highwayman, Ghost Dog big book (2 weeks)</p> <p>Narrative Older literature – Robin Hood (4 weeks)</p> <p>Narrative Dramatic Conventions linked to Robin Hood. (3 weeks)</p>	<p><b>Spring – Nautical Know How</b></p> <p>Non Fiction Biography and Non-Biography - Texts - Korky Paul , Cider with Rosie, Pila Wuk; Cousteau (5 weeks)</p> <p>Narrative Unit 3 - Authors and Texts - Kensuke Kingdom by Michael Morpurgo (6 weeks)</p> <p><b>**Poetry is taught across the year during reading carousel, comprehension and CGP books**</b></p>

	<p>speech linked to books</p> <p>Link names and sounds to the letters of the alphabet.</p> <p>Segment and blend sounds in simple words</p> <p>Begin to read words.</p> <p>Fiction books.</p> <p>Continuing a rhyming string.</p> <p>Begin to read simple sentences.</p> <p>Know that information can be gathered from non-fiction books and computers.</p>	<p>Non-Fiction Recount: Moon Landing (2 weeks)</p>	<p>Non-chronological report: Samuel Pepys (2 weeks)</p> <p>Non-Fiction Explanations- Life cycle of a moth (2 weeks)</p>	<p>Narrative- Stories with historical settings Roman Tales 3 weeks</p> <p>Non-Fiction Instructions: Linked to DT 2 weeks</p>	<p>Exploring form- topic linked to Vikings 3 weeks</p>		<p>** Other non-fiction units such as argument, formal and impersonal writing, leaflets etc are taught cross curricular throughout the year**</p>
<p><b>Summer – In Our Back Garden What a Wonderful World!</b></p> <p><b><u>Writing</u></b></p>	<p><b>Summer – Land Ahoy!</b></p> <p>Narrative Other Cultures: My Grandpa &amp; the sea (2 weeks)</p>	<p><b>Summer - Wonder Women</b></p> <p>Non-fiction Instructions: Paper lantern (1 week)</p>	<p><b>Summer – Street Detectives</b></p> <p>Narrative Extended Stories: Horrid Henry</p>	<p><b>Summer- A Large and Dirty Town</b></p> <p>Narrative Stories with issues and dilemmas</p>	<p><b>Summer – Black by Day and Red by Night</b></p> <p>Narrative - Novels - Charles Dickens, Oliver Twist or Great Expectations (4 weeks)</p>		<p><b>Summer- War at Home!</b></p> <p>Narrative Fiction Genres- Friend or Foe (5 weeks)</p>

<p>Applying phonic knowledge as a strategy for writing.</p> <p>Write some common irregular words.</p> <p>Write in simple sentences that can be read by themselves and others.</p> <p>Instructions, life cycles, information, sequence stories adding own sentences</p> <p><b>Reading</b> Read and understand simple sentences.</p> <p>Applying phonic knowledge as a strategy for reading.</p> <p>Begin to read common irregular words with more accuracy.</p>	<p>Non-fiction Leaflets: Christopher Columbus (2 weeks)</p> <p>Narrative Katie Morag delivers the mail (2 weeks)</p> <p>Non-fiction Postcards: At the beach (1 week)</p> <p>Non-fiction Recount: Weston (1 week)</p> <p>Non-Fiction Instructions: Pirate Hats (1 week)</p> <p>Transitional unit (1 week)</p>	<p>Non-Fiction Leaflets: Florence Nightingale (2 weeks)</p> <p>Narrative Mr Men (2 weeks)</p> <p>Non-Fiction Non-chronological report: Mary Seacole (2 weeks)</p> <p>Poetry- All about me, Transition (1 week)</p> <p>Transitional unit (1 week)</p>	<p>3 weeks</p> <p>Non-Fiction Persuasion Writing- School Prospectus 3 weeks</p> <p>Narrative Extended Stories: George's marvellous medicine 3 weeks</p> <p>Poetry Riddles: Roald Dahl 1 week</p> <p>Non-Fiction Diary 1 week</p> <p>Narrative: The Pebble in my Pocket (linked to Science) 2 weeks</p> <p>Transitional unit (1 week)</p>	<p>History Hackers- Victorian Venture 4 weeks</p> <p>Non-Fiction Information texts: Victorian Wolverhampton and Cross curricular link to science electricity 3 weeks</p> <p>Narrative Plays: Peter Pan/Hetty Feather 2 weeks</p> <p>Poetry Creating Images 3 weeks</p> <p>Transitional unit (1 week)</p>	<p>Narrative Film Narrative linked to Oliver Twist (3 weeks)</p> <p>Non Fiction Persuasive Writing - leaflets / advert for The Black Country Museum (3 weeks)</p> <p>Poetry Poetic Style - Black Country Poets, Benjamin Zephaniah (2 weeks)</p> <p>Transitional unit (1 week)</p>	<p>Historical Narrative use for Non-fiction writing- Boy in the striped Pj's (3 weeks)</p> <p>Narrative Short stories with flashbacks- Girl in the war, German in the wood (3 weeks)</p> <p>Transitional unit (1 week)</p> <p><b>**Poetry is taught across the year during reading carousel, comprehension and CGP books**</b></p> <p><b>** Other non-fiction units such as argument, formal and impersonal writing, leaflets etc are taught cross curricular throughout the year**</b></p>
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	Demonstrate understanding of a range of texts they have read.						
<b>Spoken Language</b>	<p>Listens 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.</p> <p>Makes comments about what they have heard and ask questions to clarify their understanding.</p> <p>Holds conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Participates in small group, class and one-to-one discussions, offering their own</p>	<p>Listen and respond appropriately to adults and peers</p> <p>Ask relevant questions to get more information</p> <p>Speak clearly and confidently in front of people in my class</p> <p>Re-tell a well-known story and remember the main characters</p> <p>Start a conversation with an adult I know well or with my friends</p> <p>Listen carefully to the things other people have to say in a group</p>	<p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>Ask relevant questions to get more information and clarify meaning</p> <p>Talk in complete sentences</p> <p>Use relevant strategies to build their vocabulary</p> <p>Decide when I need to use specific vocabulary</p> <p>Take turns when talking in pairs or a small group</p>	<p>Participate in discussions, presentations, performances, role-play, improvisations and debates</p> <p>Ask relevant questions to extend their understanding and knowledge</p> <p>Speak audibly and fluently by beginning to show when Standard English is required and use it</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p>	<p>Gain, maintain and monitor the interest of the listener(s)</p> <p>Speak audibly and fluently with an increasing command for Standard English when it is required</p> <p>Articulate and justify answers, arguments and opinions</p> <p>Ask relevant questions to clarify or develop my understanding</p> <p>Sequence, develop and communicate ideas in an organised and logical way, always using complete sentences</p>	<p>Begin to select the appropriate register, according to the context, for effective communication</p> <p>Consider different viewpoints, attending to and building on the contributions of others</p> <p>Speak audibly and fluently with an increasing command for Standard English in formal situations</p> <p>Begin to use hypothetical language to consider more than one possible outcome or solution</p> <p>Engage the listener by varying my</p>	<p>Select and use appropriate registers for effective communication</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>Talk confidently and fluently in a range of situations, using formal and Standard English, if necessary</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p>

<p>ideas, using recently introduced vocabulary.</p> <p>Offers explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Expresses 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.</p>	<p>Join in with conversations in a group</p>	<p>Begin to be aware that formal and informal situations require different language</p> <p>Retell a story using narrative language and linking words and phrases</p> <p>Hold the attention of people I am speaking to by adapting the way I talk</p> <p>Begin to understand how to speak for different purposes and audiences</p> <p>Perform a simple poem from memory</p>	<p>Sequence and communicate ideas in an organised and logical way, always using complete sentences</p> <p>Vary the amount of detail and choice of vocabulary, depending on the purpose and the audience</p> <p>Take a full part in paired and group discussions</p> <p>Retell a story using narrative language and add relevant detail</p> <p>Show that I have listened carefully because I make relevant comments</p>	<p>Show understanding of the main point and the details in a discussion</p> <p>Increasingly adapt what is said to the needs of the listener or audience</p> <p>Show language choices vary in different contexts</p> <p>Present to an audience using appropriate intonation; controlling the tone and volume so that the meaning is clear</p> <p>Justify an answer by giving evidence</p> <p>Perform poems or plays from memory, conveying ideas about characters and situations by</p>	<p>expression and vocabulary</p> <p>Adapt spoken language depending on the audience, the purpose or the context</p> <p>Develop ideas and opinions, providing relevant detail</p> <p>Express a point of view</p> <p>Show understanding of the main points, including implied meanings in a discussion</p> <p>Perform compositions, using appropriate intonation and volume so that meaning is clear</p> <p>Perform poems and plays from memory, making careful choices</p>	<p>Ask questions to develop ideas and take account of others' views</p> <p>Explain ideas and opinions giving reasons and evidence</p> <p>Take an active part in discussions and can take on different roles</p> <p>Listen to, and consider the opinions of, others in discussions</p> <p>Make contributions to discussions, evaluating others' ideas and responding to them</p> <p>Sustain and argue a point of view in a debate, using the formal language of persuasion</p> <p>Express possibilities using hypothetical</p>
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				Present ideas or information to an audience  Perform poems from memory adapting expression and tone as appropriate	adapting expression and tone	about how to convey ideas  adapt expression and tone	and speculative language  Engage listeners through choosing appropriate vocabulary and register that is matched to the context  Perform compositions, using appropriate intonation, volume and expression so that literal and implied meaning is clear  Perform poems and plays from memory, making deliberate choices about how to convey ideas about characters, contexts and atmosphere
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**Reading**

<b>Word Reading</b>	Says a sound for each letter in the alphabet and at least 10 digraphs.	Apply phonic knowledge and skills as the route to decode words	Continue to apply phonic knowledge and skills as the route to decode words until automatic	Apply their growing knowledge of root words, prefixes (de-, re-) and suffixes	Apply their growing knowledge of root words, prefixes (pre-, mis-, anti-, sub-,	Apply their growing knowledge of root words, prefixes (af-, ag-, al-, trans-tele-) and suffixes (-ant, -ance, -ancy,	Apply their growing knowledge of root words, prefixes (ex-, uni-, un-) and suffixes (-ness, -ian, -able, -ese,-ible, -
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	<p>Reads words consistent with their phonic knowledge by sound-blending.</p> <p>Reads aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p>	<p>decoding has become embedded and reading is fluent</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above</p> <p>Read words containing common suffixes</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and</p>	<p>(etymology and morphology) both to read aloud and to understand the meaning of new words they meet</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Read plurals, irregular verbs.</p>	<p>dis-, auto-)and suffixes (-ible, -able, -ous, -sion) (etymology and morphology) both to read aloud and to understand the meaning of new words they meet</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Read homophones</p>	<p>-tial) (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</p> <p>Re-read and read ahead to check for meaning</p>	<p>tion) both to read aloud and to understand the meaning of nouns, adjectives or adverbs that use a hyphen</p> <p>Read fluently using punctuation to inform meaning</p>
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		<p>Read other words of more than one syllable that contain taught GPCs</p> <p>Read words with contractions [e.g. I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</p> <p>Read compound words</p>	<p>where these occur in the word</p> <p>Reads most words quickly and accurately when they have read them before without sounding out and blending</p>				
<b>Rocket Phonics</b>	Workbook 1, 2 and 3	Workbook 4, 5 and 6	Workbook 7, 8, 9, 10, 11 and 12.	**Phonics is only taught to those that need it**	**Phonics is only taught to those that need it**	**Phonics is only taught to those that need it**	**Phonics is only taught to those that need it**
<b>Reading Aloud / Learn By Heart</b>	<p>Sings a range of well-known nursery rhymes and songs.</p> <p>Performs songs, rhymes, poems and stories with others, and – when appropriate tries to move in time with music.</p>	<p>Learning to appreciate rhymes and poems, and to recite some by heart</p> <p>Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p>	<p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p>	Prepare poems and play scripts to read aloud	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	<p>Learning a wider range of poetry by heart e.g. narrative verse, haiku</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations maintaining a focus on the topic and using notes where necessary</p>	<p>Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience</p> <p>Explain and discuss their understanding of what they have read, including through debates,</p>

		Reread these books to build up their fluency and confidence in word reading	Recite some poems by heart, with appropriate intonation (building up a repertoire)				maintaining a focus on the topic and using notes where necessary
<b>Comprehension</b>							
<b>Make sense and show understanding</b>	Demonstrates understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	Explain clearly their understanding of what is read to them.  Drawing on what they already know or on background information and vocabulary provided by the teacher  Check that their reading makes sense and goes back to correct themselves when it doesn't	Draw on what they already know or on background information and vocabulary provided by the teacher  Check that the text makes sense to them as they read and correcting inaccurate reading	Check that the text makes sense to them, discussing their understanding	Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	Checks that the text makes sense to them, discusses their understanding and explores the meaning of words in context	Reads accurately  Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
<b>Identify main ideas and themes; summarise</b>	Anticipates – where appropriate – key events in stories.	Explains what they think a text is about	Discusses the sequence of events in books and how they relate to each other	Identify themes and conventions in a wide range of books	Identifies the main point from more than one paragraph  Summarises the main points from	Identifies significant ideas, events and characters; and discusses their significance	Identify and discuss themes and conventions in and across a wide range of writing

				Identifies the main point from a paragraph	more than one paragraph  Identify some of the literacy conventions in different texts  Identify the simple themes in texts	Identifying and discussing themes and conventions in a wide range of writing  Summarise the main idea drawn from more than one paragraph, identifying key details  Uses text marking to identify key information in a text	Summarises key information from different parts of a text  Makes connections between other similar texts, prior knowledge and experience and explain the links  Uses text marking to identify key information in a text
<b>Retrieve and Record – Nonfiction</b>	Uses and understands recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	Listens to and discusses non-fiction content	Knows that non-fiction books are structured in different ways	Explains how non-fiction books are structured in different ways and can use them effectively  Uses non-fiction texts to retrieve information	Knows which books to select for specific purposes, especially in relation to science, geography and history learning  Retrieves and records information from non-fiction texts	Reads non-fiction texts and identifies the purpose, structure and grammatical features, evaluating how effective they are  Retrieve, record and present information from non-fiction	Retrieve, record and present information from non-fiction using further organisational and presentational devices
<b>Vocabulary / Language</b>	Uses and understands recently introduced	Discuss word meanings, linking new meanings to	Recognise simple recurring literary	Use dictionaries to check the meaning of	Use a dictionary to check the	Check that the book makes sense to them, discussing	Identify and comment on the writer's choice of

	vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	those already known  Recognise and join in with predictable phrases	language in stories and poetry  Discuss and clarify the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases	words that they have read  Discuss words and phrases that capture the reader's interest and imagination  Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	meaning of unfamiliar words  Discuss and record words and phrases that writers use to engage and impact on the reader  Check that the text makes sense to them and discusses their understanding	their understanding and exploring the meaning of words in context  Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	vocabulary, giving examples and explanation  Identify and explain how writers use grammatical features for effect; for example, the use of short sentences to build tension  Show awareness of the writer's craft by commenting on use of language, grammatical features and structure of texts
<b>Ask and Answer Questions</b>	Answer simple questions about a story e.g. who, what, where (orally)	Answer simple questions about a text	Answer and ask questions about the text	Ask relevant questions to improve their understanding of a text	Ask relevant questions to improve their understanding of a text	Ask questions to improve their understanding	Raise queries about texts  Ask questions to improve their understanding
<b>Prediction</b>	Suggest story endings  Anticipate key events and phrases	Make predictions about the events in the text	Predict what might happen on the basis of what has been read so far	Predict what might happen from details stated and implied	Predict what might happen from details stated and from the information they have deduced	Predict what might happen from details stated and implied and from what has been read	Make predictions about what might happen from details stated and implied
<b>Inference</b>	Join in with repeated refrains	Begin to draw inferences from	Draw (simple) inferences from illustrations,	Draw inferences such as inferring characters'	Draw inferences such as inferring characters'	Draw inferences such as inferring characters'	Draw inferences such as inferring characters'

	Begin to draw inferences from the illustrations	the text and/or the illustrations	events, characters' actions and speech	feelings, thoughts and motives from their actions	feelings, thoughts and motives from their actions, and begins to justify them with evidence from the text	feelings, thoughts and motives from their actions, and justifies inferences with evidence P.E.E	feelings, thoughts and motives from their actions justifies inferences with evidence from the text P.E.E
<b>Discuss and Justify Opinions</b>	<p>Join in with discussion about what is read to them, taking turns</p> <p>Recall and describe story settings, events and characters</p>	<p>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Discuss the significance of the title and events</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>Say what they like and do not like about a text</p>	<p>Listen to, discuss and express 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</p> <p>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</p> <p>Explain and discuss their understanding of</p>	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>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. discusses the texts that they have read to show their understanding</p>	<p>Build on others' ideas and opinions about a text in discussion</p> <p>Discuss the texts that they have read to show their understanding</p>	<p>Discuss the key points in a text</p> <p>Make comparisons within and across books</p> <p>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</p> <p>Provide reasoned justifications for their views</p> <p>Recommend books that they have read to their peers, giving reasons for their choices</p>	<p>Discuss the key points in a text</p> <p>Make comparisons within and across books</p> <p>Present, through a formal presentation, a personal point of view based on what has been read</p> <p>Present, through a debate, a counter-argument in response to others' points of view</p> <p>Provide reasoned justifications for their views</p>

			books, poems and other material, both those that they listen to and those that they read for themselves.				
<b>Transcription (Spelling)</b>	<p>Spells words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Writes simple phrases and sentences that can be read by others.</p>	<p>Spell words containing each of the 40+ phonemes already taught</p> <p>Spell common exception words for Reception and Y1</p> <p>Spell days of the week</p> <p>Name the letters of the alphabet in order</p> <p>Use letter names to distinguish between alternative spellings of the same sound</p> <p>Use the spelling rule for adding –s or –es as the</p>	<p>Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.</p> <p>Learn new ways of spelling phonemes for which on or more spellings are already known, and learn some words with each spelling, including a few common homophones</p> <p>Learn to spell common exception words for Y2 (including Rec &amp; Y1)</p>	<p>Use further prefixes and suffixes and understand how to add them</p> <p>Spell further homophones to spell words that are often misspelt</p> <p>Use the first two letters of a word to check its spelling in a dictionary</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>	<p>Use further prefixes and suffixes and understand how to add them</p> <p>Spell further homophones to spell words that are often misspelt</p> <p>Place possessive apostrophes accurately in words with regular plurals and in words with irregular plurals</p> <p>Use the first three letters of a word to check its spelling in a dictionary</p> <p>Write from memory simple</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically</p> <p>Spell some words with ‘silent’ letters</p> <p>Use dictionaries to check the spelling and meaning of words</p> <p>Use the first three or four letters of a word to check</p>	<p>Continue to distinguish between homophones and other words which are often confused</p> <p>Spell most words correctly from the Year 5 and 6 word list</p> <p>Use dictionaries to check the spelling and meaning of words</p> <p>Use a thesaurus</p> <p>Use a range of spelling strategies Understand that the spelling of some words need to be learnt specifically</p>

		<p>plural marker for nouns and the third person singular marker for verbs</p> <p>Use the prefix un</p> <p>Use -ing, -ed, -er, -est where no change is needed in the spelling of root words</p> <p>Apply simple spelling rules</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GCPs and common exception words taught</p>	<p>Learn to spell more words with contracted forms</p> <p>Learn the possessive apostrophe (singular)</p> <p>Distinguish between homophones and near-homophones</p> <p>Add suffix to spell longer words, including -ment, -ness, -ful, -less, -ly</p> <p>Apply spelling rules and guidance</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p>		<p>sentences, dictate by the teacher, that include words and punctuation taught so far</p>	<p>spelling, meaning or both in a dictionary</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>	<p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>
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<p><b>Transcription (handwriting)</b></p>	<p>Writes recognisable letters, most of which are correctly formed.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p> <p><b>Kinetic Letters:</b> Making bodies stronger Learning the letters Holding the pencil Flow and fluency</p>	<p>Sit correctly at a table, holding a pencil comfortable and correctly</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters</p> <p>Form digits 0-9 Understand which letters belong to which handwriting ‘families’</p> <p><b>Kinetic Letters:</b> Making bodies stronger Learning the letters Holding the pencil Flow and fluency</p>	<p>Form lower case letters of the correct size relative to one another</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters when adjacent to one another, are best left un-joined</p> <p>Write capital letters and digit of the correct size, orientation and relationships to one another and to lower case letters</p> <p>Use spacing between words that reflects the size of the letters</p> <p><b>Kinetic Letters:</b> Making bodies stronger Learning the letters</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</p> <p>Increase the legibility and consistency of their handwriting</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</p> <p>Increase the legibility, consistency and quality of their handwriting</p>	<p>Increase the legibility, consistency and quality of their handwriting</p> <p>Use joined handwriting consistently throughout a whole piece of work</p> <p>Choose which shapes of a letter to use when given choices</p> <p>Choose the handwriting that is best suited for a task</p>	<p>Increase the legibility, consistency and quality of their handwriting</p> <p>Maintain legibility in joined handwriting when writing at speed</p> <p>Choose which shapes of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Choose the writing implement that is best suited for a task</p>
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			Holding the pencil Flow and fluency				
Writing (composition)							
<b>Planning Writing</b>	<p>Say out loud what they are going to write about</p> <p>Spells words by identifying sounds in them and representing the sounds with a letter or letters.</p>	<p>Say out loud what they are going to write about</p> <p>Plan through pictures what they are going to write</p> <p>Compose a sentence orally before writing it</p>	<p>Write down ideas and/or keywords, including new vocabulary</p> <p>Plan or say out loud what they are going to write about</p> <p>Orally rehearse a sentence or sequences of sentences.</p>	<p>Discuss types of writing, noting its structure, grammatical features and use of vocabulary.</p> <p>Discuss and record ideas</p>	<p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Plan and develop ideas logically</p>	<p>Discuss the audience and purpose of the writing</p> <p>Note initial ideas, drawing on reading and research where necessary</p> <p>In writing narratives, consider how authors have developed characters and settings in what pupils have read or listened to</p>	<p>Identify the audience for and purpose of their writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>Plan and develop initial ideas, drawing on reading and research where necessary</p> <p>Choose the appropriate form and use other writing as models for our own.</p> <p>In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</p>

<b>Drafting and Writing</b>	Write some sounds correctly and in sequence.	Sequence sentences to form short narratives	Write narratives about personal experiences and those of others (real and fictional)	Compose and rehearse sentences orally (including dialogue)	Compose and rehearse sentences orally (including dialogue) using a range of sentence structures	Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
	Write their own name.	Sequence sentences to write a simple set of instructions or a recount	Write about real events	Compose sentences with an increasing range of sentence structures	Organise paragraphs around a theme	Establish a viewpoint as the writer through commenting on characters and events	Use character, dialogue, atmosphere and action to advance events in narrative writing.
	Write labels and captions.	Sequence sentences in chronological order to recount an event or experience.	Write poetry	Organise paragraphs around a theme	Write narratives, creating a clear structure, setting, characters and plot	In narratives, develop characters through action and dialogue	Sustain and develop ideas logically in narrative and non-narrative writing. précis longer passages
	Write common irregular words	Write sentences that can be read by themselves and others	Develop a positive writing stamina towards writing for a range of purposes	Write narratives, creating settings, characters and plot	In non-narrative material, use organisational devices [for example, headings and sub-headings]	Summarise a paragraph use adverbials to link paragraphs	Use a wide range of devices to build cohesion within and across paragraphs
	Write short sentences					Build cohesion between paragraphs	
	Write simple sentences that can be read by themselves and others					Use further organisational and presentational devices to structure text and to guide the reader [for example,	Use further organisational and presentational devices to structure text and to guide the reader [for example,

						headings, bullet points, underlining]	headings, bullet points, underlining]
<b>Evaluate and Edit</b>	<p>Discuss what they have drawn or written with the teacher</p> <p>Read their writing aloud, clearly enough to be heard by their peers and the teacher</p>	<p>Re-read what they have written to check that it makes sense</p> <p>Discuss what they have written with the teacher or other pupils</p> <p>Read their writing aloud, clearly enough to be heard by their peers and the teacher</p>	<p>Read aloud what they have written with appropriate intonation to make the meaning clear</p> <p>Evaluate writing independently, with friends and with an adult.</p> <p>Reread to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>Proofread to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</p>	<p>Suggest improvements to my own writing and that of others</p> <p>Make improvements to grammar, vocabulary and punctuation</p> <p>Proofread for spelling and punctuation errors</p> <p>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</p>	<p>Assess the effectiveness of their own and others' writing and suggesting improvements</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Proofread for spelling and punctuation errors</p> <p>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</p>	<p>Evaluate and assess the effectiveness of my own writing</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural</p> <p>Proofread for spelling and punctuation errors</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>	<p>Assess the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural</p> <p>Distinguish between the language of speech and writing and choosing the appropriate register</p> <p>Proofread for spelling and punctuation errors</p>

							Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
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**Writing – Vocabulary, grammar and punctuation**

<b>Vocabulary</b>	Uses and understands recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	Use adjectives correctly to add some detail to their writing	Use expanded noun phrases to describe and specify [for example, the blue butterfly]	Progressively build a varied and rich vocabulary	Use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases e.g. The teacher expanded to The strict maths teacher with curly hair.	Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms  Add well-chosen detail to interest the reader  Use the perfect form of verbs to mark relationships of time and cause  Use expanded noun phrases to convey complicated information concisely	Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms  Use passive verbs to affect the presentation of information in a sentence  Use modal verbs or adverbs to indicate degrees of possibility  Use a range of sentence starters to create specific effects
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						Use stylistic devices to create effects in writing e.g. similes, metaphors, idioms and figures of speech	
<b>Grammar</b>	<p>Leave spaces between words</p> <p>Learn the grammar for Reception: <i>Letter, capital letter, word, sound, segment, spaces, sentence, full stop</i></p>	<p>Leave spaces between words</p> <p>Join words and join clauses using 'and'</p> <p>Use the grammatical terminology in discussing their writing</p> <p>Learn the grammar for year 1: <i>Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</i></p>	<p>Sentences with different forms: statement, question, exclamation, command</p> <p>The present and past tenses correctly and consistently, including the progressive form</p> <p>Use subordination (when, if, that, or because)</p> <p>Use co-ordination (or, and, but)</p> <p>Use some features of written Standard English</p> <p>Use and understand the grammatical</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</p> <p>Use the present perfect form of verbs in contrast to the past tense e.g. I have lived here all my life</p> <p>Use conjunctions and prepositions to express time and cause</p> <p>Start to use paragraphs</p> <p>Use and understand the grammatical terminology</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</p> <p>Use the present perfect form of verbs in contrast to the past tense</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Use conjunctions, adverbs and prepositions to express time and cause</p> <p>Use fronted adverbials</p>	<p>Use relative clauses beginning with who, which, where, when, whose, that</p> <p>Use modal verbs or adverbs to indicate degrees of possibility</p> <p>Use the perfect form of verbs to mark relationships of time and cause e.g. She <b>has downloaded</b> some songs</p> <p>Start sentences in different ways</p> <p>Use and understand the grammatical terminology accurately and appropriately in discussing their writing and reading</p>	<p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</p> <p>Vary sentence structure to suit formal and informal writing.</p> <p>Use and understand the grammatical terminology accurately and appropriately in discussing their writing and reading</p> <p>Learn the grammar for year 6: <i>subject, object, active/passive form, synonym, antonym, ellipse, hyphen, colon,</i></p>

			<p>terminology in discussing their writing</p> <p>Learn the grammar for year 2:  <i>Noun, noun phrase, statement, question, exclamation, command, compound, adjective, adverb, verb, suffix, tense (past, present) apostrophe, comma</i></p>	<p>accurately in discussing their writing</p> <p>Learn the grammar for year 3:  <i>word family, preposition, conjunction, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas</i></p>	<p>Use and understand the grammatical terminology accurately and appropriately in discussing their writing</p> <p>Learn the grammar for year 4:  <i>determiner, pronoun, possessive pronoun, adverbial</i></p>	<p>Learn the grammar for year 5:  <i>Modal verbs, relative pronoun/relative clause, parenthesis, bracket, dashes, cohesion, ambiguity</i></p>	<p><i>semi-colon, bullet point</i></p>
<b>Punctuation</b>	<p>Use a capital letter for their own name and I</p> <p>Use a full stop at the end of a sentence</p>	<p>Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p>	<p>Learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists</p> <p>Use apostrophes for contracted forms and the</p>	<p>Indicate possession by using the possessive apostrophe with plural nouns</p> <p>Use commas after a fronted adverb</p> <p>Use a colon to introduce a list</p> <p>Begin to use inverted</p>	<p>Indicate possession by using the possessive apostrophe with plural nouns</p> <p>Use and punctuate direct speech correctly</p> <p>Use commas after a fronted adverbial</p>	<p>Use commas to clarify meaning or avoid ambiguity in writing</p> <p>Use a colon to introduce a list</p> <p>Use brackets, dashes or commas to indicate parenthesis</p>	<p>Use commas to clarify meaning or avoid ambiguity in writing</p> <p>Use hyphens to avoid ambiguity</p> <p>Use semicolons, colons or dashes to mark boundaries between independent clauses</p>

			possessive (singular)  Use apostrophes to show where letters are missing	commas, capital letters and commas to punctuate direct speech	Use commas for clauses accurately		Use semi colons within a list  Punctuate bullet points consistently
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