

Curriculum progression English

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Letter formation/Handwriting

EYFS

- learn to use the tripod grip with good control.
- lower-case and capital letters are formed in the correct starting point and direction.
- begin to use spacing between words.
- digits are formed in the correct starting point and direction.

Y1	Y2	Y3	Y4	Y5	Y6
<p>Children know how to:</p> <ul style="list-style-type: none"> ➤ sit correctly at a table, holding a pencil comfortably and correctly. ➤ continue to develop tripod grip of a pencil/pen. ➤ write some lower case and capital letters of the alphabet in the correct direction, starting and finishing in the right place. ➤ form digits 0-9. ➤ understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these 	<p>Children know how to:</p> <ul style="list-style-type: none"> ➤ sit correctly at a table, holding a pencil comfortably and correctly ➤ master the tripod grip of a pen/pencil. ➤ form lower case letters of the correct size, relative to one another. ➤ use spacing between words that reflects the size of the letters. ➤ write capital letters and digits of the correct size, orientation and relationship to one another 	<p>Children know how to:</p> <ul style="list-style-type: none"> ➤ use the diagonal and horizontal strokes needed to join letters. ➤ increase the legibility, consistency and quality of handwriting. 	<p>In addition to KS1 and Year 3 knowledge, children know how to:</p> <ul style="list-style-type: none"> ➤ use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left not joined. ➤ Continue to increase the legibility, consistency and quality of handwriting. 	<p>In addition to KS1 and lower KS2 knowledge, children know how to:</p> <ul style="list-style-type: none"> ➤ confidently use diagonal and horizontal joining strokes when writing independently to increase fluency. ➤ begin to choose a standard of handwriting which is appropriate for a particular task, e.g. quick notes or a final handwritten version. ➤ write legibly, fluently and with increasing speed 	<p>In addition to KS1 and lower KS2 and Year 5 knowledge, children know how to:</p> <ul style="list-style-type: none"> ➤ choose a standard of handwriting which is appropriate for a particular task, e.g. quick notes or a final handwritten, presented version. ➤ choose the writing implement which is best suited for a task ➤ write legibly, fluently and with increasing speed

	<p>and to lower case letters.</p> <ul style="list-style-type: none"> ➤ begin to use the diagonal and horizontal strokes needed to join letters. 				
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Planning, Drafting and Editing

Y1	Y2	Y3	Y4	Y5	Y6
<p>Children know how to:</p> <ul style="list-style-type: none"> ➤ Compose and say a sentence out loud before writing it-oral rehearsal. ➤ sequence sentences to form short narratives. ➤ read their writing to check that it makes sense to themselves and to an adult. ➤ With guidance, begin to make a change or improvement to their writing. 	<p>Children know how to:</p> <ul style="list-style-type: none"> ➤ develop a positive attitude and stamina for writing (e.g. through writing about real events, personal narrative and poetry) ➤ write narratives about personal experiences and those of others (real and fictional). ➤ plan what they are going to 	<p>In addition to KS1 knowledge, children know how to:</p> <ul style="list-style-type: none"> ➤ use ideas from their own reading and modelled examples to plan their writing. ➤ proofread and amend their own and others' work to check for errors (with increasing accuracy) and to make improvements using purple editing pens 	<p>In addition to KS1 and Year 3 knowledge, children know how to:</p> <ul style="list-style-type: none"> ➤ compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. ➤ consistently organise their writing into paragraphs around a theme to add cohesion 	<p>In addition to KS1 and lower KS2 knowledge, children know how to:</p> <ul style="list-style-type: none"> ➤ plan their writing by identifying the audience for, and purpose of, the writing, selecting the appropriate form and using other similar writing as models for their own. ➤ consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed and use these as a basis for 	<p>In addition to KS1 and lower KS2 and Year 5 knowledge, children know how to:</p> <ul style="list-style-type: none"> ➤ note down and develop initial ideas, drawing on reading and research where necessary. ➤ use appropriate organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).

	<p>write about, including writing down ideas and/or key words and new vocabulary e.g. mind-maps.</p> <ul style="list-style-type: none"> ➤ sequence what they want to say sentence by sentence. ➤ make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. ➤ introduce use of purple pen for strategic revisions under the guidance of an adult ➤ read to check that their writing makes sense and that the correct 	<ul style="list-style-type: none"> ➤ organise their writing into paragraphs around a theme (e.g. 3 paragraphs – beginning middle and end). 	<p>and to aid the reader.</p> <ul style="list-style-type: none"> ➤ proofread and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion using purple editing pens. 	<p>structuring their own writing.</p> <ul style="list-style-type: none"> ➤ link ideas across paragraphs using cohesive devices. ➤ proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements using purple editing pens. 	<ul style="list-style-type: none"> ➤ use a wide range of devices to build cohesion within and across paragraphs. ➤ consistently proofread for spelling and punctuation errors ➤ make changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. ➤ proofread work to précis (edit and shorten) longer passages by removing unnecessary repetition or irrelevant details. ➤ recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make
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	<p>tense is used throughout with the help of an adult where necessary.</p> <ul style="list-style-type: none"> ➤ check for errors in spelling, grammar and punctuation with the help of an adult where necessary 				<p>improvements to their writing.</p> <ul style="list-style-type: none"> ➤ Use purple editing pens independently.
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Audience, Purpose and Structure					
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Y1	Y2	Y3	Y4	Y5	Y6
<p>Children know how to:</p> <ul style="list-style-type: none"> ➤ use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices (e.g. narrative language such as 'One Day') ➤ start to engage readers in stories and news telling by using adjectives to describe. 	<p>Children know how to:</p> <ul style="list-style-type: none"> ➤ write for different purposes with an awareness of an increased amount of fiction and non-fiction structures (e.g. diary, letter, poem, story, newspaper) ➤ use new vocabulary from their reading, their discussions about it (one- 	<p>In addition to KS1 knowledge, children know how to:</p> <ul style="list-style-type: none"> ➤ demonstrate an increasing understanding of purpose and audience by discussing examples of writing (e.g. WAGOLL showing structure, vocabulary and grammar). ➤ use the structure of a wider range of text types (including the use of simple 	<p>In addition to KS1 and Year 3 knowledge, children know how to:</p> <ul style="list-style-type: none"> ➤ write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre specific layout devices e.g: text boxes, bullet points etc) ➤ write narratives that are well-structured and well-paced. 	<p>In addition to KS1 and lower KS2 knowledge, children know how to:</p> <ul style="list-style-type: none"> ➤ produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. ➤ describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, 	<p>In addition to KS1 and lower KS2 and Year 5 knowledge, children know how to:</p> <ul style="list-style-type: none"> ➤ write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.).

<ul style="list-style-type: none"> ➤ begin to write for different purposes: e.g. poetry, instructions, letter. 	<p>to-one and as a whole class) and from their wider experiences.</p> <ul style="list-style-type: none"> ➤ read aloud what they have written with appropriate intonation to make the meaning clear 	<p>layout devices in non-fiction).</p> <ul style="list-style-type: none"> ➤ make deliberate, ambitious word choices to add detail. ➤ create settings, characters and plot in narratives. ➤ begin to use dialogue to convey a character. 	<ul style="list-style-type: none"> ➤ create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere. ➤ use dialogue to convey a character and to start to advance the action. 	<p>clarify meaning and create pace.</p> <ul style="list-style-type: none"> ➤ use dialogue to convey a character and to advance the action. ➤ perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear. 	<ul style="list-style-type: none"> ➤ distinguish between the language of speech and writing and to choose the appropriate level of formality. ➤ select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).
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Sentence Structure (including punctuation and grammar)

EYFS

- Write simple sentences with words with known sound-letter correspondences.
- Re-read what they have written to check that it makes sense.

Y1	Y2	Y3	Y4	Y5	Y6
<p>Children know how to:</p> <ul style="list-style-type: none"> ➤ use simple sentence structures that are accurately 	<p>Children know how to:</p> <ul style="list-style-type: none"> ➤ use the present tense and the past tense mostly 	<p>Children know how to:</p> <ul style="list-style-type: none"> ➤ maintain the correct tense (including the 	<p>Children know how to:</p> <ul style="list-style-type: none"> ➤ maintain an accurate tense throughout a piece of writing. 	<p>Children know how to:</p> <ul style="list-style-type: none"> ➤ use a range of adverbs and modal verbs to indicate degrees of 	<p>Children know how to:</p> <ul style="list-style-type: none"> ➤ ensure the consistent and correct use of

<p>punctuated with a capital letter and a full stop.</p> <ul style="list-style-type: none"> ➤ use simple conjunctions (and, but) to link ideas in sentences. ➤ use capital letters for names, places, the days of the week and the personal pronoun 'I'. ➤ use finger spaces. ➤ use full stops to end sentences. ➤ use question marks and exclamation marks. ➤ Identify and write a past tense action verb and maintain consistent past tense when writing. ➤ Identify and write a simple subject and a compound subject. ➤ Identify and write a direct object and a compound object. 	<p>correctly and consistently.</p> <ul style="list-style-type: none"> ➤ form sentences with different forms: statement, question, exclamation, command. ➤ Identify and write lists of nouns joined with conjunctions. ➤ use co-ordination (or/and/but). ➤ Distinguish between common and proper nouns and use these within a simple sentence. ➤ Distinguish between singular and plural nouns and use these within a simple sentence. ➤ use some subordination (when/if/that/because). 	<p>present perfect tense)</p> <ul style="list-style-type: none"> ➤ throughout a piece of writing with accurate subject/verb agreement. ➤ use 'a' or 'an' correctly throughout a piece of writing. ➤ use simple conjunctions confidently and accurately. Identify and write compound sentences with the co-ordinating conjunction 'and', 'but', 'yet', 'or' and 'so'. ➤ Identify and write a combination of simple and compound sentences. ➤ Identify and write personal pronouns to replace nouns repeated as subjects or objects in the second main clause of a 	<ul style="list-style-type: none"> ➤ use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'. ➤ use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences. ➤ Distinguish between a main clause and a subordinate clause. ➤ Identify and write the subordinating conjunctions 'before', 'when', 'although', 'since', 'after', 'before', 'even 	<p>possibility, e.g. surely, perhaps, should, might, etc.</p> <ul style="list-style-type: none"> ➤ to identify and write expanded noun phrases that include a prepositional phrase. ➤ Identify and write relative clauses (embedded and at the end of the main clause) as parenthesis. ➤ Identify and write appositives (embedded and at the end of the main clause) as parenthesis. ➤ To identify and write conjunctive adverbs to open sentences. ➤ ensure the consistent and correct use of tense throughout all 	<p>tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.</p> <ul style="list-style-type: none"> ➤ use the subjunctive form in formal writing. ➤ use the perfect form of verbs to mark relationships of time and cause. ➤ use the passive voice accurately within appropriate pieces. ➤ Identify and write multi-clause compound sentences joined with two different co-ordinating conjunctions. ➤ Identify and write multi-clause compound sentences joined with one subordinating conjunction and one co-
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	<ul style="list-style-type: none"> ➤ use expanded noun phrases to describe and specify (e.g. the blue butterfly). ➤ Identify and write adjectives before nouns acting as the subject or the object. ➤ Identify and write adjectives before nouns acting as the subject or the object. ➤ Identify and write prepositions and prepositional phrases of time, place and movement within simple sentences. ➤ Distinguish between a main clause and a phrase. 	<p>compound sentence.</p> <ul style="list-style-type: none"> ➤ use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although. ➤ use a range of conjunctions, adverbs and prepositions to show time, place and cause. ➤ Identify and write adverbs that modify adjectives. ➤ Identify and write adverbs and adverbial phrases of manner, time and place that begin or are within simple sentences. ➤ Distinguish between 	<p>though', 'as', 'while' and 'if'.</p> <ul style="list-style-type: none"> ➤ Identify and write complex sentences that either open with a main clause or a subordinate clause. ➤ Identify and write new paragraphs for new speakers in direct speech. ➤ Identify and write compound sentences with semi-colons. ➤ Identify and write expository paragraphs that include a topic sentence, supporting details and a concluding sentence. ➤ Use expanded noun phrases with the addition of 	<p>pieces of writing.</p> <ul style="list-style-type: none"> ➤ use a range of conjunctions accurately, varying the position within the sentence. ➤ To substitute commas for brackets and dashes when demarcating relative clauses as parenthesis. ➤ To identify and organise ideas into paragraphs to indicate a change in person, place or a jump in time. ➤ To identify and write similes, metaphors and personification. ➤ use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, 	<p>ordinating conjunction.</p> <ul style="list-style-type: none"> ➤ Distinguish between active and passive voice. ➤ Identify and write conjunctive adverbs to link paragraphs. ➤ use question tags in informal writing (a very short clause at the end of a statement which changes the statement into a question. For example, in 'She said half price, didn't she?', the words 'didn't she' are a question tag.) ➤ identify and use colons to introduce lists or to explain. ➤ Identify and use dashes and ellipses in direct speech for characterisation. ➤ Identify and write anaphora, epistrophe and exaggeration.
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	<ul style="list-style-type: none"> ➤ Distinguish between statements and commands. ➤ Identify and write commands. ➤ Identify and write commas to list adjectives. ➤ Identify and write apostrophes for contraction. ➤ use the full range of punctuation taught at key stage 1 mostly correctly including: <ul style="list-style-type: none"> • <i>capital letters, full stops, question marks and exclamation marks;</i> • <i>commas to separate lists;</i> • <i>apostrophes to mark singular possession and contractions.</i> 	<p>statements and exclamations.</p> <ul style="list-style-type: none"> ➤ Identify and write exclamations. ➤ Identify and write apostrophes for singular and plural possession. ➤ use the full range of punctuation from previous year groups. ➤ punctuate direct speech using inverted commas (speech marks). ➤ Convert spoken word into direct speech (statements, questions and exclamations) followed by a reporting clause. 	<p>ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.</p> <ul style="list-style-type: none"> ➤ consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition. ➤ use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas. ➤ consistently use apostrophes for singular and plural possession. 	<p>including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).</p> <ul style="list-style-type: none"> ➤ use relative clauses beginning with a relative pronoun with confidence. ➤ to use the passive voice. ➤ use commas consistently to clarify meaning or to avoid ambiguity. ➤ use brackets, dashes or commas to indicate parenthesis. 	<ul style="list-style-type: none"> ➤ use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi- colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.
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Terminology – each group builds on the previous year

Y1	Y2	Y3	Y4	Y5	Y6
Recognise and use the terms: Letter Capital letter Word Singular Plural Sentence Punctuation Full stop Question mark Exclamation mark.	Recognise and use the terms: Noun Noun phrase Statement Question Exclamation Command Compound Suffix Adjective Verb Adverb Tense (past and present) Apostrophe Comma	Recognise and use the terms: Preposition Conjunction Word family Prefix Clause Subordinate clause Direct speech Consonant Vowel Inverted commas (speech marks)	Recognise and use the terms: Determiner Pronoun Possessive pronoun Adverbial	Recognise and use the terms: Modal verb Relative pronoun Relative clause Parenthesis Brackets Dash Cohesion Ambiguity	Recognise and use the terms: Subject Object Active Passive Synonym Antonym Ellipsis Hyphen Colon Semi-colon Bullet points

Phonics and spelling

EYFS

Phonological Awareness

- listen to and remember sounds
- Blend sounds orally
- Segment sounds orally

Code

- Recognise, read, manipulate and retrieve initial code sounds.
- Read 50 of the first high frequency words

Spelling

- Spell words by identifying the sounds in them.
- Represent sounds using the initial code.

Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> ➤ learn to read and spell using the extended code from Sounds-Write ➤ review the initial code 	<ul style="list-style-type: none"> ➤ continue to learn to read and spell using the extended code from Sounds-Write 	<ul style="list-style-type: none"> ➤ spell further homophones ➤ spell words that are often 	<ul style="list-style-type: none"> ➤ spell further homophones ➤ spell words that are often 	<ul style="list-style-type: none"> ➤ spell some words with 'silent' letters ➤ continue to distinguish between 	<ul style="list-style-type: none"> ➤ spell some words with 'silent' letters ➤ continue to distinguish

<ul style="list-style-type: none"> ➤ begin to understand polysyllabic word structure e.g. compound words such as 'laptop' ➤ spell words containing each of the 40+ phonemes taught ➤ spell common exception words ➤ spell the days of the week ➤ name the letters of the alphabet in order ➤ use letter names to distinguish between alternative spellings of the same sound ➤ spell words with simple phoneme/grapheme correspondence accurately e.g. cat, dog, red ➤ make phonetically plausible attempts at writing longer words using dominant phonemes and common grapheme representations ➤ use the spelling rule for adding –s or –es as the plural marker for nouns and the third person 	<ul style="list-style-type: none"> ➤ segment spoken words into phonemes and represent these by graphemes, spelling many correctly ➤ learn 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 ➤ learn to spell common exception words ➤ distinguish between homophones and near-homophones ➤ learning the possessive apostrophe (singular) ➤ learn to spell more words with contracted forms 	<p>misspelt (Appendix 1)</p> <ul style="list-style-type: none"> ➤ use further prefixes and suffixes and understand how to add them ➤ place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals ➤ use the first 2 or 3 letters of a word to check its spelling in a dictionary ➤ write from memory simple sentences dictated by the teacher that include words and punctuation taught so far 	<p>misspelt (Appendix 1)</p> <ul style="list-style-type: none"> ➤ use further prefixes and suffixes and understand how to add them ➤ place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals ➤ use the first 2 or 3 letters of a word to check its spelling in a dictionary ➤ write from memory simple sentences dictated by the teacher that include words and punctuation taught so far 	<p>homophones and other words which are often confused</p> <ul style="list-style-type: none"> ➤ 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 ➤ use further prefixes and suffixes and understand the guidance for adding them ➤ use dictionaries to check the spelling and meaning of words ➤ use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary ➤ write from memory simple sentences dictated by the teacher that include words and punctuation taught so far 	<p>between homophones and other words which are often confused</p> <ul style="list-style-type: none"> ➤ 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 ➤ use further prefixes and suffixes and understand the guidance for adding them ➤ use dictionaries to check the spelling and meaning of words ➤ use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary ➤ write from memory simple sentences dictated by the teacher that
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<p>singular marker for verbs</p> <ul style="list-style-type: none"> ➤ use the prefix un– ➤ use –ing, –ed, –er and –est where no change is needed in the spelling of root words ➤ apply simple spelling rules and guidance from Appendix 1 ➤ write from memory simple sentences dictated by the teacher that include words and punctuation taught so far 	<ul style="list-style-type: none"> ➤ add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly ➤ show awareness of silent letters in spelling e.g. knight, write ➤ use –le ending as the most common spelling for this sound at the end of words ➤ apply spelling rules and guidelines from Appendix 1 ➤ write from memory simple sentences dictated by the teacher that include words and punctuation taught so far 				<p>include words and punctuation taught so far</p>
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Suggested literacy units

Y1	Y2	Y3	Y4	Y5	Y6
<p>Narrative: Traditional tales/fairy tales Stories with repetitive structures</p>	<p>Narrative: Traditional tales with a twist Stories by the same author?</p>	<p>Narrative: Myths, legends and fables</p>	<p>Narrative: Adventure stories Legends/monster stories</p>	<p>Narrative: Stories from other cultures Historical narrative</p>	<p>Narrative: Historical narrative Flashback stories Classic fiction</p>

<p>Stories relating to own experiences Character descriptions Fantasy</p>	<p>Stories with familiar/unfamiliar settings Diaries</p>	<p>Stories in other cultures Historical stories Alternative endings</p>	<p>Historical narrative Film/play scripts</p>	<p>Playscripts Older literature Alternative endings Myths</p>	<p>Science fiction</p>
<p>Non-fiction: Recounts of familiar events Non-chronological report Other non-fiction e.g. lists, labels, instructions, postcards, factual diary</p>	<p>Non-fiction: Non-chronological report Recounts/letters Instructions Newspaper reports</p>	<p>Non-fiction: Newspaper report Letters Diaries Instructions Information texts Biography</p>	<p>Non-fiction: Non-chronological reports Instructions Recounts Letters/diaries Newspaper report Biography Explanations</p>	<p>Non-fiction: Magazine articles Persuasive writing Debate Diaries Letter writing Recounts Biographies Instructions</p>	<p>Non-fiction: Persuasive writing Debate Diaries Letter writing Instructions Balanced argument Play scripts</p>
<p>Poetry: Poems on a theme Poems to learn by heart Traditional rhymes and alternative versions Rhyming poetry</p>	<p>Poetry: Poems with a structure e.g. shape poems, riddles, Classic poetry</p>	<p>Poetry: Performance poems Raps Poems with a structure e.g. calligrams, rhyming couplets</p>	<p>Poetry: Figurative language in poems Poems with a structure e.g Haiku. Cinquain, Tanka</p>	<p>Poetry: Classic poetry Poems with figurative language Limericks</p>	<p>Poetry: Free verse Narrative poems Poems with imagery</p>

Oracy

YR

Listening

- Listen attentively.
- Ask questions to find out more and to check understanding.
- Listen to and talk about stories to build familiarity and understanding.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Listen to and talk about selected non-fiction to develop a familiarity with new knowledge and vocabulary.

Speaking

- Participate in one-to-on, small group and class discussions, offering their own ideas and using recently introduced vocabulary.
- Develop social phrases such as greetings.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.

Oracy

- Express their ideas and thought using complete sentences.
- Connect one idea or action to another using a range of conjunctions.

- Audience
- Use past and present tense accurately.
 - Retell a story to an audience, some as exact

Y1	Y2	Y3	Y4	Y5	Y6
Throughout each year group: consistently use polite and respectful language when addressing adults and other children.					
<ul style="list-style-type: none"> ➤ Use appropriate tone of voice in different contexts ➤ Speak clearly and confidently in a range of contexts ➤ Use appropriate vocabulary specific to the topic ➤ Use sentence stems to link to others' ideas in group discussion e.g I agree with/I disagree with (politely!) ➤ Offer reasons for opinions ➤ Ask questions to help with understanding ➤ Explain ideas and events in chronological order ➤ Listens to others 	<ul style="list-style-type: none"> ➤ Start to use gesture to support the delivery of ideas ➤ Adapt how they speak in different situations ➤ Use sentence stems to build on ideas e.g. 'I agree with ... but I also think...' ➤ Ask questions to find out more about a subject ➤ Make connections between what has been said and their own and others' experiences ➤ Develop an understanding of audience ➤ Confidently delivery of short, pre-prepared material 	<ul style="list-style-type: none"> ➤ Deliberately vary tone of voice to convey meaning ➤ Consider position and posture when addressing an audience ➤ Be able to use specialist vocabulary for a topic ➤ Make precise language choices/adapt content for a specific audience ➤ Reflect on discussions and identify how to improve ➤ Summarise a discussion ➤ Reach shared agreement in discussions ➤ Speak with confidence in front of an audience 	<ul style="list-style-type: none"> ➤ Consider movement when addressing an audience ➤ Use pauses for effect in presentations ➤ Carefully consider the words and phrasing used to express ideas and how this supports the purpose of talk ➤ Give supporting evidence ➤ Ask probing questions ➤ Use more natural and subtle prompts for turn-taking ➤ Be able to empathise with an audience ➤ Consider the impact of their 	<ul style="list-style-type: none"> ➤ Project their voice to a large audience ➤ Gestures to become increasingly natural ➤ Use an increasingly sophisticated range of sentence stems with fluency and accuracy ➤ Be able to draw upon knowledge of the world to support their own point of view and different perspectives ➤ Listen for extended periods of time ➤ Speak with flair and passion ➤ Listen and respond to others appropriately 	<ul style="list-style-type: none"> ➤ Speak fluently and confidently in front of an audience ➤ Develop stage presence ➤ Consciously adapt tone, pace and volume of voice within a single situation ➤ Vary sentence structures and length for effect ➤ Comfortably use idioms and expressions ➤ Spontaneously respond to increasingly complex questions, citing evidence where appropriate ➤ Identify when a discussion is going off topic and be able to bring it back

	➤ Listen and respond to others appropriately	➤ Listen and respond to others appropriately	words on others when giving feedback ➤ Listen and respond to others appropriately		➤ Use humour effectively ➤ Be able to read a room and take action accordingly ➤ Listen and respond to others appropriately
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Reading

Throughout each year group: children develop and build a love of reading that extends beyond the school day.

EYFS

Decoding
 -Read individual letters by saying the sounds for them.
 -Read some letter groups that represent one sound and say sounds for them.
 -Blend sounds to read short words made up of known GPCs
 -Apply phonic knowledge and skills to read simple phrases and sentences made up of words with known GPCs.

Fluency
 -Begin to read words of one syllable containing taught GPCs with automaticity.
 -Read some common exception words with automaticity

Comprehension
 -Answer simple retrieval questions about the text.

Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> ➤ Use sounds (graphemes, digraphs and trigraphs) to segment sounds in words and blend together. ➤ Identify sounds in, and read, common exception words ➤ Read aloud simple sentences 	<p>Vocabulary: Decoding</p> <ul style="list-style-type: none"> ➤ Consolidate their phonics knowledge and apply it to new and unfamiliar texts. ➤ Read out loud and begin to explain the meaning of new words. 	<p>Vocabulary Decoding</p> <p>Apply their growing knowledge of root words, prefixes and suffixes taught in KS1 and Year 3, when reading aloud and explaining the meaning of new words. Read</p>	<p>Vocabulary Decoding</p> <p>Apply their growing knowledge of root words, prefixes and suffixes taught in KS1 to LKS2, when reading aloud and explaining the meaning of new words Independently</p>	<p>Vocabulary Decoding</p> <p>Children can apply their understanding of new words making reference to known root words, prefixes and suffixes taught throughout KS1 to Year 5. They can apply their knowledge of morphology and</p>	<p>Vocabulary Decoding</p> <p>Children can apply their understanding of new words making reference to known root words, prefixes and suffixes taught throughout KS1 and KS2. They</p>

<ul style="list-style-type: none"> ➤ Read words with contractions, e.g. I'm, I'll and we'll. ➤ Name and begin to use VIPER skills: picking out key vocabulary, inferring based on what we have read, predicting what may happen next, explaining what they have already read and retrieving key information. ➤ Read to an adult and develop fluency and flow ➤ Orally answer questions relating to texts ➤ Read independently beginning to use expression ➤ Listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. ➤ Link what they have read or have read to them to their own experiences. ➤ Retell familiar stories in increasing detail. 	<ul style="list-style-type: none"> ➤ Read year 1 and 2 common exception words. Word meanings ➤ Discuss and explicitly teach strategies for finding out the meaning of new and unfamiliar words. Understanding ➤ To be explicitly taught how to use the context of a text to understand the meaning of words. ➤ Begin to explain the meaning of words independently, making some references to the text they are reading. Inference ➤ make simple inferences from any part of the text, 	<p>some further exception words, noting the unusual correspondences between spelling and sounds and where these occur in the word. Word meanings Explicitly teaching and providing assistance in using dictionaries to check meaning of words. Understanding To be explicitly taught and beginning to use meaning breakdown and background knowledge to explain meaning of words in a text. To explain the meaning of the words, making references to a section of text or paragraph. Inference To draw inference from across a paragraph referring to</p>	<p>read further exception words, explaining the unusual correspondence between the spelling and sound and where these occur in the word. Word meanings Explicitly teaching and providing some assistance in using dictionaries to check meaning of words. Understanding To be explicitly taught and independently using meaning break down and background knowledge to explain meaning of words in a text. To explain the meaning of words, making reference to a specific paragraph. Inference To draw inferences from across a</p>	<p>etymology to explain unfamiliar words. Word meanings Apply their understanding of how to use a dictionary to become increasingly more independent in checking the meaning of words that they have read. Understanding To discuss their understanding of a text using the VIP words. To explain the meaning of words, making reference to a specific page in the text. Inference To use quotations from the text to explain characters' thoughts, feelings and motives from their actions and settings using evidence from a chapter. Prediction To use all reading strategies to help make their prediction. To infer and retrieve details stated and implied to make an accurate prediction</p>	<p>can apply their knowledge of morphology and etymology to explain unfamiliar words. Word meanings Independently using dictionaries to check to meaning of words that they have read. Understanding To discuss their understanding of the text in full, using all comprehension strategies. To explain the meaning of words, making reference to the longer, whole texts. To use their word knowledge to find synonyms for words in a whole text. Inference To concisely paraphrase evidence from the text to explain character's thoughts,</p>
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	<p>referring to settings or characters.</p> <p>Prediction</p> <ul style="list-style-type: none"> ➤ understand what the skill of prediction means. ➤ use knowledge of events in the text to make sensible predictions. <p>Explain</p> <ul style="list-style-type: none"> ➤ explain what new words mean, based on the context. ➤ explain what parts of a text they find interesting and why. ➤ discuss how word choices effect the meaning. <p>Retrieve</p> <ul style="list-style-type: none"> ➤ retrieve and record information from fiction and non-fiction, based 	<p>simple settings and characters. Prediction To use background knowledge and prediction reading strategies. To use events that has happened in the text to make an accurate prediction from a short passage. Explain To explore the meaning of words in context. To identify words and phrases that capture the reader’s interest and imagination from a short passage. To discuss and identify how language, structure and presentation contribute to meaning. Retrieve To retrieve and record information from fiction and non – fiction from a passage. To explain the difference</p>	<p>page of text referring to settings and characters using evidence from the text. Prediction To explain reading strategies (use background knowledge, ask questions and infer) To use events that has happened in the text and background knowledge to make an accurate prediction from what has been read. Explain To explain the meaning of words in context. To discuss and identify words and phrases that capture the reader’s interest and imagination from a page of text. Identify and explain how language, structure and presentation contribute to meaning.</p>	<p>based on quotations from the previous chapter. Explain To accurately explain the meaning of words in context and suggest other suitable synonyms. To discuss how language, structure and presentation contribute to meaning in a chapter. Discuss how authors use language, including figurative language, considering the impact on the reader. Retrieve To retrieve and record information from fiction and non – fiction from a chapter. To explain the difference between statements of fact and opinion using examples from the text. Retrieve, record and present information from non-fiction. Summarise To summarise the main ideas drawn from more than one paragraph</p>	<p>feelings and motives from their actions and settings using evidence from across the whole text. Prediction To use all reading strategies to help make their prediction. To infer and retrieve details stated and implied to make an accurate prediction based on evidence from chapters previously read. Explain To accurately explain the meaning of words in context and show understanding by suggesting synonyms and antonyms. To discuss how language, structure and presentation contribute to meaning in a whole text. Discuss and evaluate how authors use</p>
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	<p>on a specific question.</p> <ul style="list-style-type: none"> ➤ explain the difference between fact and opinion. <p>Summarise</p> <ul style="list-style-type: none"> ➤ order key events from a text. ➤ begin to identify the main ideas drawn from one paragraph and begin to summarise using a short passage 	<p>between statements of fact and opinion. Retrieve, record and present information from non-fiction. Summarise To identify the main ideas drawn from more than one paragraph and summarising using a short passage.</p>	<p>Retrieve To retrieve and record information from fiction and non – fiction from a page of text. To explain the difference between statements of fact and opinion. Retrieve, record and present information from non-fiction. Summarise To identify the main ideas drawn from more than one paragraph and summarising using a chapter of text</p>	<p>identifying key details to support the main ideas. APE – Answer, Point, Explain skills developed using the text to support inferences.</p>	<p>language, including figurative language, considering the impact on the reader. Retrieve To retrieve and record information from fiction and non – fiction from a whole text. To explain the difference between statements of fact and opinion using examples from the text. Retrieve, record and present information from non-fiction. Summarise To concisely, summarise the main ideas drawn from more than one paragraph using the key details to support the main ideas</p>
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