

Year Group	Autumn term 1	Autumn term 2			
Nursery	Once upon a fairy tale				
	<p>Traditional tales and rhymes</p> <p>The Jolly Postman Goldilocks and the three bears Change the story to make a new one.</p>	<p>Diversity and culture stories</p> <p>Diwali - Binny's Diwali Bonfire night Autumn - Non fiction We're going on a leaf hunt Leaf Man We're going on an Elf hunt Christmas - Nativity story</p>			
Year R	I wonder what makes a story				
	<p>Traditional Tales</p> <p>The colour Monster - Transition text Owl Babies The Gruffalo Peace at Last</p>	<p>Festivals and celebrations</p> <p>Light your candle its Diwali Nativity book Stick man Christmas writing</p>			
Year 1	<p>Genres for this half term: Phonics / Brilliant Basics Weeks 2-3 - Linked to RWI text - Red Ditties Weeks 4-7 - Linked to RWI text - Green / Purple Colourful semantics - Linked to PM comprehension Spelling - Purple Mash Y1 Scheme</p>	<p>List Sentences - Linked to Topic</p> <p>Lost in the toy museum - David Lucas</p>	<p>Poems with rhyme</p> <p>Text: Teddy Bears</p>	<p>Labels and Lists -</p> <p>Christmas List to Santa</p>	
Year 2	<p>Postcards - Holidays</p>	<p>Stories with familiar settings</p> <p>Dogger by Shirley Hughes</p>	<p>Information Texts</p> <p>All about Castles</p>	<p>Humorous Poems</p> <p>Text: Freaky Week</p>	<p>Diary</p> <p>Text: The Snowman</p>
Year 3	<p>Adventure Stories</p> <p>Text: The Journey by Aaron Becker Visual Literacy - retell</p>	<p>Persuasive writing</p> <p>Stimulus: Topic Link 'What's on our doorstep?' ie. Should schools make pupils wear uniform?</p>	<p>Stories from another culture</p> <p>Text: Ansansi Visual Literacy - The catch (Literacy shed) - story writing</p>	<p>Visual Literacy</p> <p>Compare and contrast a text and a film (Mark Smith) The Present</p>	<p>Letters</p> <p>Text: Dear Father Christmas by Alan Duncanson</p>
Year 4	<p>Recounts</p> <p>Text: The Ugly Sharkling - Literacy Shed</p>	<p>Chronological Reports - biographies</p> <p>Rosa Parks Linked to Black History Month</p>	<p>Fables</p> <p>Text: Town mouse/ County mouse Fox and Grapes</p>	<p>Fairy Stories and Playscripts</p> <p>Text: The Princess and the Pea - you tube video The pea and the princess - Mini Grey</p>	<p>Performance poetry</p> <p>Stimulus: From a Railway Carriage Dinosaur Rap Football Mad</p>
Year 5	<p>Wolves in the Walls</p>	<p>Persuasive Writing</p> <p>Leaflets/Brochures - Visit Greece!</p>	<p>Newspaper</p> <p>Trojan Horse</p>	<p>Greek Myths/Fiction writing</p> <p>Stimulus - Topic Link 'The Ancient Greeks' (Greek Myths)</p>	<p>Observational/ Imagery Poetry</p> <p>Stimulus: linked to Treasure Literacy shed</p>
Year 6	<p>Historical Stories</p> <p>Text: Friend or Foe</p>	<p>Non-Chronological Reports</p> <p>Stimulus: Topic Link</p>	<p>Biographies</p> <p>Stimulus: WW2</p>	<p>Classic Poetry</p>	<p>Recounts and Diary Extracts</p> <p>Text: The Diary of a soldier</p>

	by Michael Morpurgo	WW2 Text: How were the Jews treated during WW2?	Texts: Charge of the Light Brigade	Stimulus: The Christmas Truce WW1
Year Group	Spring term 1		Spring term 2	
Nursery	I wonder what grows?			
	Growth - plants A tiny seed. Jack and Beanstalk.		Growth- animals Life cycle of a chick. Tadpoles to frogs.	
Year R	We can be Heroes			
	I wonder who helps us? Little people - Everyday heroes, people who help us. Superheroes are everywhere. Experience and visits from the emergency services.		I wonder what makes a hero? Supertato Super worm Super Daisy.	
Year 1	Traditional Stories Text: Little Red Riding Hood	Recounts/ Letters Stimulus: - Thankyou letters/ Topic Link - Thankyou letters to people who help us	Instructions How to make a 2D Vehicle - DT Link	Stories with repeating patterns Text: Gingerbread man
Year 2	Riddle Poems Text: Riddles	Explanation texts Linked to lifecycles - Literacy and language text - The Turtle or Lifecycle of Frog	Traditional Stories Text: Beauty and the Beast	Traditional Tales from a variety of cultures Text: Hansel and Gretel by Anthony Brown
Year 3	Stories about imaginary worlds Text: Stone Age Boy by Satoshi Kitamura	Recounts and Diaries Text: Diary of a killer cat by Anne Fine	Stories by the same author: Roald Dahl Texts: The Twits - new chapter Own Story - James and the Giant Peach	Humorous Poems Text: Roald Dahl - Revolting Rhymes
Year 4	Mythological writing Text: Wing	Explanation text Text: The digestive system	Stories with familiar setting Text: Gangsta Granny by David Walliams	Non-chronological text Text: The Great Fire of London Image Poetry The Hungry Fire
Year 5	Recounts Stimulus: linked to Treasure Literacy shed - Esther	Autobiography Text: Boy, Roald Dahl	Classic Fiction Oliver Twist	Instructions Stimulus: Topic link how to make a chocolate cake Classic Poetry - The Spider and the Fly/ The Raven
Year 6	Stories with Flashbacks Texts: Harry Potter	Non-Chronological Reports Stimulus: Fantastic Beasts and Where to find them	Persuasive Writing Stimulus: Link to Harry Potter	Tales from others culture Text: The tale of the three brothers

Year Group	Summer term 1	Summer term 2
Nursery	Culture and communities	
	<p>What is beyond our school? Exploring the local area In my Mosque</p>	<p>Transition to Reception Bubbles The colour monster goes to school</p>
Year R	The world around us	
	<p>I wonder what's out there? Non-fiction - Under the sea Out at sea</p>	<p>I wonder what's out there? Fiction: Look up Non-fiction: Dr Mae Jamison Fiction: Panda's surprises</p>
Year 1	<p>Fairy Stories Stimulus: Cinderella</p>	<p>Poetry about animal Stimulus: Animals - Rumble in the jungle Science link to Animals</p>
		<p>Information texts Stimulus: - Africa'S Big Three Topic: Link to hot places</p>
		<p>Fantasy Stories Text: Where the wild things are</p>
Year 2	<p>Instructions Stimulus: How to make a witches potion</p>	<p>Recounts Stimulus: Chatterbox Ben</p>
		<p>Adventure Stories Text: George and the Dragon by Chris Wormell and The Tunnel by Anthony Brown</p>
		<p>Persuasive writing Text: Holiday to the moon</p>
Year 3	<p>Myths and Legends Text: Roman Myths Pandoras box</p>	<p>Instructions Stimulus: How to make a paper elephant</p>
		<p>Non - chronological reports Text: Marvellous monster</p>
		<p>Poetry - Creating images Text: Tell me a dragon by Jackie Morris</p>
		<p>Playscripts Playscript: The Dot</p>
Year 4	<p>Persuasive writing Text: The rainbow bear</p>	<p>Stories with a fantasy element Text: The Butterfly Lion by Michael Morpurgo</p>
		<p>Nonsense Poems Text: Ning, Nang, Nong</p>
		<p>Stories from other Cultures Text: The Kapok Tree</p>
		<p>Information texts Text: Leaflets</p>
		<p>List Poems and kennings Stimulus: Topic Link - 'Amazing Amazon'</p>
Year 5	<p>Classic Fiction/Short Story Text: Jungle Book by Rudyard Kipling</p>	<p>Persuasive Letter Deforestation</p>
		<p>Playscript Text: The Tempest</p>
		<p>Stories with a fantasy element Text: The Butterfly Lion by Michael Morpurgo</p>
		<p>Poems with humour Text: Old Methuselah's Diet and A Crime Scene</p>
Year 6	<p>Report and Journalistic writing Literacy Shed - Francis</p>	<p>Short Story Text: Hereabout Hill The Giants Necklace</p>
		<p>Report and Journalistic writing Text: Hereabout Hill</p>
		<p>Narrative Poems Text: The Highwayman by Alfred Noyes</p>
		<p>Classic Fiction - Playscript Text: Twelfth night Shakespeare</p>

		Continue the Narrative	The Giants Necklace		
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Oracy and Vocabulary						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Sentence Stems</p> <p>I like...</p> <p>I don't like...</p> <p>One day...</p> <p>Next...</p> <p>In the end...</p> <p>I think...because</p>	<p>Sentence Stems</p> <p>I like/don't like...</p> <p>because...</p> <p>I think... happened</p> <p>because...</p> <p>I feel that...</p> <p>Next time I ...</p> <p>First, next...</p> <p>I agree/disagree</p> <p>because...</p>	<p>Sentence Stems</p> <p>I think...because...</p> <p>They are</p> <p>similar/different</p> <p>because...</p> <p>I know this because...</p> <p>I found...</p> <p>Next time I could...</p> <p>It was interesting</p> <p>because...</p> <p>I like the part where...</p> <p>I predict that...</p>	<p>Sentence Stems</p> <p>An argument for/against</p> <p>is...</p> <p>I understand, however...</p> <p>It appears to be...</p> <p>I enjoyed it because...</p> <p>Maybe next time you</p> <p>could try...</p> <p>My opinion is...</p> <p>Building on...</p> <p>I remember that...</p>	<p>Sentence Stems</p> <p>An argument for/against</p> <p>is...</p> <p>I understand, however...</p> <p>It appears to be...</p> <p>I understand that</p> <p>depending on...</p> <p>I understand your point</p> <p>of view however...</p> <p>You could improve this</p> <p>work by...</p> <p>It was successful</p> <p>because...</p> <p>Due to the fact that...</p> <p>Most reasonable people</p> <p>would</p> <p>agree that...</p> <p>Due to...</p> <p>Subsequently...</p>	<p>Sentence Stems</p> <p>In my opinion...</p> <p>I have two main</p> <p>reasons for...</p> <p>In some ways...</p> <p>Another feature...</p> <p>However they also</p> <p>differ...</p> <p>Perhaps some people</p> <p>would argue...</p> <p>Furthermore they...</p> <p>It is clear that...</p> <p>I deduce that...</p> <p>In conclusion...</p> <p>Perhaps the reason...</p> <p>Therefore, in my</p> <p>opinion...</p>	<p>Sentence Stems</p> <p>On the one hand...</p> <p>I am convinced that...</p> <p>Given that...</p> <p>Another feature they</p> <p>have in common...</p> <p>The</p> <p>similarities/differences</p> <p>are significant because...</p> <p>Based on...</p> <p>Having considered...</p> <p>This infers...</p> <p>This suggests...</p> <p>Having considered...</p> <p>This is supported by the</p> <p>fact that...</p> <p>Possible improvements</p> <p>may include...</p> <p>Evidently...</p> <p>Owing to...</p> <p>After consideration</p> <p>/reflection...</p>

						In summary... The consequences of...
Vocabulary Letter, word, sentence	Vocabulary letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.	Vocabulary To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.	Vocabulary conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).	Vocabulary determiner pronoun, possessive pronoun adverbial	Vocabulary Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash cohesion, ambiguity	Vocabulary Subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points

Progression of Speaking and Listening

EYFS - Speaking and Listening

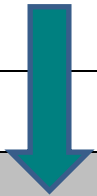
Listening skills	Following Instructions	Asking and Answering Questions	Drama, Performance, and Confidence	Vocabulary Building and Standard English	Speaking for a range of purposes	Participation in discussions
To listen attentively in a range of situations.	To follow instructions involving several ideas or actions.	To ask appropriate questions of others.	To express themselves effectively, showing awareness of	To use past, present and future forms accurately when	To use talk to organise, sequence and	To listen and respond to ideas expressed by

To give their attention to what others say and respond appropriately, while engaged in another activity.		To answer 'how' and 'why' questions about their experiences and in response to stories or events.	listeners' needs. To speak confidently in a familiar group, will talk about their ideas.	talking about events that have happened or are to happen in the future.	clarify thinking, ideas, feelings and events.	others in conversation or discussion.
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Year 1 - Speaking and Listening						
Listening skills	Following Instructions	Asking and Answering Questions	Drama, Performance, and Confidence	Vocabulary Building and Standard English	Speaking for a range of purposes	Participation in discussions
To listen to others in a range of situations and usually respond appropriately.	To understand instructions with more than one point in many situations.	To begin to ask questions that are linked to the topic being discussed. To answer questions on a wider range of topics (sometimes may only be one-word answers).	To speak clearly in a way that is easy to understand. To speak in front of larger audiences, e.g. in a class assembly, during a show 'n' tell session. To know when it is their turn to speak in a small group presentation or play performance.	To use appropriate vocabulary to describe their immediate world and feelings. To think of alternatives for simple vocabulary choices.	To organise their thoughts into sentences before expressing them. To be able to describe their immediate world and environment. To retell simple stories and recounts aloud.	To recognise when it is their turn to speak in a discussion. To recognise that different people will have different responses and these are as valuable as their own opinions and ideas.

			<p>To take part in a simple role play of a known story.</p> <p>To recite simple poems by heart.</p>			
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Year 2 - Speaking and Listening

Listening skills	Following Instructions	Asking and Answering Questions	Drama, Performance, and Confidence	Vocabulary Building and Standard English	Speaking for a range of purposes	Participation in discussions
<p>To listen carefully and respond with increasing appropriateness to what has been said, e.g. make a helpful contribution when speaking in a small reading group.</p>	<p>To fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear.</p> <p>To attempt to follow instructions before seeking assistance</p>	<p>To show that they are following a conversation by asking relevant and timely questions.</p> <p>To answer questions using clear sentences.</p> <p>To begin to give reasoning behind their answers when prompted to do so.</p>	<p>To speak confidently within a group of peers so that their message is clear.</p> <p>To practise and rehearse reading sentences and stories aloud.</p> <p>To take on a different role in a drama or role play and discuss the character's feelings.</p>	<p>To start to use subject-specific vocabulary to explain, describe and add detail.</p> <p>To suggest words or phrases appropriate to the topic being discussed.</p> <p>To start to vary language according to the situation between formal and informal.</p>	<p>To talk about themselves clearly and confidently.</p> <p>To verbally recount experiences with some added interesting details.</p> <p>To offer ideas based on what has been heard</p>	<p>To give enough detail to hold the interest of other participant(s) in a discussion.</p> <p>To engage in meaningful discussions that relate to different topic areas.</p> <p>To remain focused on a discussion when not directly involved and be able to recall the main points when questioned.</p>

			<p>To recognise that sometimes speakers talk differently and discuss reasons why this might happen.</p> <p>To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.</p>	<p>To usually speak in grammatically correct sentences</p>		
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Year 3 – Speaking and Listening

Listening skills	Following Instructions	Asking and Answering Questions	Drama, Performance, and Confidence	Vocabulary Building and Standard English	Speaking for a range of purposes	Participation in discussions
To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.	<p>To follow instructions in a range of unfamiliar situations.</p> <p>To recognise when it is needed and ask for specific additional</p>	<p>To ask questions that relate to what has been heard or what was presented to them.</p> <p>To begin to offer support for their answers to questions</p>	<p>To rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers.</p>	<p>To use vocabulary that is appropriate to the topic and/or the audience.</p> <p>To recognise powerful</p>	<p>To organise what they want to say so that it has a clear purpose.</p> <p>To begin to give descriptions, recounts and narrative retellings</p>	<p>To engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation.</p>

	<p>information to clarify instructions.</p>	<p>with justifiable reasoning</p>	<p>To speak regularly in front of large and small audiences.</p> <p>To participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions.</p> <p>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p>To begin to use appropriate intonation and volume when reading aloud.</p>	<p>vocabulary in stories/ texts that they read or listen to and begin to try to use these words and phrases in their own talk.</p> <p>To discuss topics that are unfamiliar to their own direct experience.</p>	<p>with added details to engage listeners.</p>	<p>To take account of the viewpoints of others when participating in discussions.</p>
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Year 4 - Speaking and Listening

Listening skills	Following Instructions	Asking and Answering Questions	Drama, Performance, and Confidence	Vocabulary Building and Standard English	Speaking for a range of purposes	Participation in discussions
<p>To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.</p>	<p>To follow complex directions/multi-step instructions without the need for repetition.</p>	<p>To generate relevant questions to ask a specific speaker/audience in response to what has been said.</p> <p>To regularly offer answers that are supported with justifiable reasoning.</p>	<p>To use intonation when reading aloud to emphasise punctuation.</p> <p>To practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers.</p> <p>To take on a specific role in role-play/drama activities and participate in focused discussion while remaining in character.</p> <p>To discuss the language choices of other speakers and how this may vary in different situations.</p>	<p>To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.</p> <p>To know and use language that is acceptable in formal and informal situations with increasing confidence.</p>	<p>To give descriptions, recounts and narrative retellings with specific details to actively engage listeners.</p> <p>To debate issues and make their opinions on topics clear.</p> <p>To adapt their ideas in response to new information.</p>	<p>To engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants.</p> <p>To begin to challenge opinions with respect.</p> <p>To engage in meaningful discussions in all areas of the curriculum.</p>

			To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.			
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Year 5 – Speaking and Listening						
Listening skills	Following Instructions	Asking and Answering Questions	Drama, Performance, and Confidence	Vocabulary Building and Standard English	Speaking for a range of purposes	Participation in discussions
To listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views, e.g. participate in a collaborative project where they listen to the ideas of others and adapt these to meet the needs of the group.	To follow complex directions/multi-step instructions without the need for repetition.	To ask questions which deepen conversations and/or further their knowledge. To understand how to answer questions that require more detailed answers and justification.	To narrate stories with intonation and expression to add detail and excitement for the listener. To use feedback from peers and teachers (and from observing other speakers) to make improvements to performance.	To know and use language that is acceptable in formal and informal situations with confidence. To recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.	To plan and present information clearly with ambitious added detail and description for the listener. To participate in debates/arguments and use relevant details to support their opinions and adding humour where appropriate.	To develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and whole- class conversations. To engage in longer and sustained discussions about a range of topics.

			<p>To combine vocabulary choices, gestures and body movement to take on and maintain the role of a character.</p> <p>To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</p>			<p>To ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions.</p> 
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Year 6 – Speaking and Listening						
Listening skills	Following Instructions	Asking and Answering Questions	Drama, Performance, and Confidence	Vocabulary Building and Standard English	Speaking for a range of purposes	Participation in discussions
To make improvements based on constructive feedback on their listening skills.	To follow complex directions/multi-step instructions without the need for repetition.	<p>To regularly ask relevant questions to extend their understanding and knowledge.</p> <p>To articulate and justify answers with</p>	To participate confidently in a range of different performances, role play exercises and improvisations (including acting in role).	<p>To use relevant strategies to build their vocabulary.</p> <p>To use adventurous and ambitious vocabulary in speech, which is always appropriate to the</p>	<p>To communicate confidently across a range of contexts and to a range of audiences.</p> <p>To articulate and justify arguments and</p>	To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence.

		<p>confidence in a range of situations.</p>	<p>To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</p> <p>To gain, maintain and monitor the interest of the listener(s).</p> <p>To select and use appropriate registers for effective communication.</p>	<p>topic, audience and purpose.</p> <p>To speak audibly, fluently and with a full command of Standard English in all situations.</p> <p>To use a broad, deep and rich vocabulary to discuss abstract concepts and a wide range of topics.</p> <p>To confidently explain the meaning of words and offer alternative synonyms.</p>	<p>opinions with confidence.</p> <p>To give well-structured descriptions, explanations, presentations and narratives for different purposes, including for expressing feelings.</p> <p>To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>To make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus.</p>	<p>To consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others.</p> <p>To offer an alternative explanation when other participant(s) do not understand.</p>
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EYFS Coverage for Literacy

Nursery	Literacy - Word reading, comprehension and writing		
	Autumn	Spring	Summer
Knowledge	<p>Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Copy finger movements and other gestures. Sing songs and say rhymes independently. Enjoy sharing books with an adult. Pay attention and respond to the pictures on the words. Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. Repeat words and phrases from familiar stories. Enjoy drawing freely</p>	<p>Develop play around favourite stories using props Ask questions about the book. Make comments and shares their own ideas.</p> <p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p> <p>Add some marks to their drawings, which they give meaning to. Make marks on their picture to stand for their name.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Use some of their print and letter knowledge in their early writing.</p>	<p>Understand the five key concepts about print</p> <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> · spot and suggest rhymes · count or clap syllables in a word · recognise words with the same initial sound, such as money and mother <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Use some of their print and letter knowledge in their early writing.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p>
Skills	<p>I can listen and tune into a song or rhyme.</p> <p>I can join in with songs and rhymes, copying sounds and words.</p> <p>I can copy gestures and movements to songs.</p> <p>I enjoy listening to a story read by an adult.</p> <p>I can repeat words and phrases from stories I have heard many times.</p> <p>I have a favourite book which I seek out to read with others.</p> <p>I look and respond to pictures or words from a story.</p>	<p>I can develop play around a story.</p> <p>I ask questions about a book.</p> <p>I can make comments about a story, and share my ideas. I can engage in conversations about stories.</p> <p>I am starting to notice familiar logos and letters.</p> <p>I am beginning to add some meanings to the marks I make.</p> <p>I begin to make marks to represent my name.</p> <p>I use some letter like shapes in my early writing.</p>	<p>I understand that print has a meaning and purpose.</p> <p>I am beginning to spot and hear rhyming words.</p> <p>I can clap out the syllables in words.</p> <p>I am starting to hear initial sounds in words.</p> <p>I engage in extended conversations about stories.</p> <p>I am learning lots of new vocabulary.</p> <p>I am using some letter knowledge in my early writing.</p> <p>I can write some or all my name when ready.</p> <p>I can write some letters accurately.</p>
Language	<p>Look, listen, respond, join in, sing, songs, rhymes, gestures and movement, repeat, share, read, mark making.</p>	<p>Play, act out, represent, share, notice, draw, mark make, meaning. Purposeful marks. Conversation, vocabulary, print, letters.</p>	<p>Print, reading. Explaining, sharing, questioning, responding, recognise, rhyme, syllable, initial sounds. Letters. Name, extend, new vocabulary.</p>

<p>Opportunities</p>	<p>Lots of nursery rhymes throughout the day, props and puppets to match familiar songs and stories, Makaton signs, symbols, opportunity to listen to new songs and stories in family group time. High quality adult interactions throughout the day. Trip - Wonderland Telford - Traditional tales.</p>	<p>Props and puppets, small world play, key words and symbols, Makaton signs, repetition of songs and stories, mark making opportunities with a range of media and materials. Family group interactions. Visit to the library, library books for home.</p>	<p>Name cards - self registration, phase 1 phonic sessions throughout the year. Vocabulary boxes, floor books, continues opportunity to mark make with a range of media and materials. A range of books that are new and those that children are familiar with to revisit. Changing stories - 3 I's</p>
<p>Reception</p>	<p>Literacy - Word reading, comprehension and writing</p>		
	<p>Autumn</p>	<p>Spring</p>	<p>Summer</p>
<p>Knowledge</p>	<p>Understand the five key concepts about print. Develop their phonological awareness, so that they can: · spot and suggest rhymes · count or clap syllables in a word · recognise words with the same initial sound, such as money and mother Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing. Write some or all of their name. Write some letters accurately. Read individual letters saying sounds for them. Blend sounds into words so that they can read short words made up of known letters.</p>	<p>Engage in extended conversations about stories, learning new vocabulary. Blend sounds into words so that they can read short words made up of known letters. Read some letter groups that each represent one sound and say sounds for them - th, sh, ch... Read a few common exception words. Spell words and identify the sounds and then writing the sound with letters. Re-read what they have written to check that it makes sense.</p>	<p>Re-read books to build up confidence, fluency, understanding and enjoyment. Form lowercase and capital letter correctly. Spell words and identify the sounds and then writing the sound with letters. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p>
<p>Skills</p>	<p>I understand that print has a meaning and a purpose. I am recognising rhyming words, syllables in words and initial sounds in words. I am engaging in conversations about stories and can share ideas. I can write some or all my name. I am reading letters saying a sound for each one. I am beginning to blend sounds to read words.</p>	<p>I am blending sounds into words I can read. I am beginning to write groups of letters to create words. I am recognising some digraphs such as sh, ch... I am recognising and reading some common exception words. I can re-read what I have wrote to check it.</p>	<p>I can re-read books to begin to build fluency and confidence in blending. I can form lower- and upper-case letters correctly. I am able to write short sentences. I can use a capital letter and full stop in my short sentence. I can write some common exception words in my sentences. I can re-read my work to check it makes sense.</p>
<p>Language</p>	<p>Rhyme, initial sound, syllables, phoneme, digraphs, irregular (red words) stories, explore, question, discuss, predict. Characters.</p>	<p>Fiction, non-fiction, reading, blending, segmenting, writing, phoneme, grapheme, digraph, check.</p>	<p>Sentence, capital letters, full stops, fluency, confidence, blending, segmenting, re-read, check, irregular words.</p>

<p>Opportunities</p>	<p>Stickman - Theatre show. Daily phonic sessions, mark making opportunities with a range of media and materials. Props and puppets, a range of books.</p>	<p>Daily phonic sessions, opportunities to write for a purpose in play as well as literacy sessions. Visit to the library, Pie Corbett - 3 I's</p>	<p>Home reading books throughout the year, daily phonic sessions, a range of books fiction and non-fiction, props and puppets, lots of independent opportunities to read and write.</p>
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Progression (End Points)

Nursery	Reception
<p><u>End points</u> Understand the five key concepts about print. Develop their phonological awareness, so that they can: · spot and suggest rhymes · count or clap syllables in a word · recognise words with the same initial sound, such as money and mother Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing. Write some or all of their name. Write some letters accurately.</p>	<p><u>End points</u> Comprehension:- Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • Anticipate - where appropriate - key events in stories; • Use and understand recently introduced vocabulary, during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>Word Reading:- Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs; • Read words consistent with their phonic knowledge by sound-blending; • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Writing:- Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed; • Spell words by identifying sounds in them and representing the sounds with a letter or letters;

Reading National Curriculum Coverage and End Points

Year 1	Year 2																																			
<p>Word Reading</p> <ul style="list-style-type: none"> apply phonic knowledge and skills as the route to decode words respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes read accurately by blending sounds in unfamiliar words containing GPCs that have been taught read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings read other words of more than one syllable that contain taught GPCs read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s) read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words re-read these books to build up their fluency and confidence in word reading. <p>Comprehension</p> <ul style="list-style-type: none"> develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently being encouraged to link what they read or hear read to their own experiences becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics recognising and joining in with predictable phrases learning to appreciate rhymes and poems, and to recite some by heart discussing word meanings, linking new meanings to those already known understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading discussing the significance of the title and events making inferences on the basis of what is being said and done predicting what might happen on the basis of what has been read so far participate in discussion about what is read to them, taking turns and listening to what others say explain clearly their understanding of what is read to them. <p>Reading Book Band</p> <p>Focus on phonics</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th rowspan="2">Knowledge of Set 1 sounds Sound blending of CVC words</th> <th colspan="8">Year Group and Expectations</th> </tr> <tr> <th colspan="2">Reception</th> <th colspan="4">Year 1</th> <th colspan="2">Year 2</th> </tr> </thead> <tbody> <tr> <td></td> <td style="background-color: red;">Red</td> <td style="background-color: green;">Green</td> <td style="background-color: purple;">Purple</td> <td style="background-color: pink;">Pink</td> <td style="background-color: orange;">Orange</td> <td style="background-color: yellow;">Yellow</td> <td style="background-color: blue;">Blue</td> <td style="background-color: grey;">Grey</td> </tr> <tr> <td></td> <td>End of Spring term</td> <td>End of Summer term</td> <td colspan="2">End of Autumn term</td> <td colspan="2">End of Spring term</td> <td>End of Summer term</td> <td>End of Autumn term</td> </tr> </tbody> </table>	Knowledge of Set 1 sounds Sound blending of CVC words	Year Group and Expectations								Reception		Year 1				Year 2			Red	Green	Purple	Pink	Orange	Yellow	Blue	Grey		End of Spring term	End of Summer term	End of Autumn term		End of Spring term		End of Summer term	End of Autumn term	<p>Word Reading</p> <ul style="list-style-type: none"> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same graphemes as above read words containing common suffixes read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation re-read these books to build up their fluency and confidence in word reading. <p>Comprehension</p> <ul style="list-style-type: none"> develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently discussing the sequence of events in books and how items of information are related becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales being introduced to non-fiction books that are structured in different ways recognising simple recurring literary language in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear understand both the books that they can already read accurately and fluently and those that they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading making inferences on the basis of what is being said and done answering and asking questions predicting what might happen on the basis of what has been read so far participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. <p>Reading Book Band</p> <p>Turquoise / Purple/ Gold/ White/ Lime (Lime - GDS)</p>
Knowledge of Set 1 sounds Sound blending of CVC words		Year Group and Expectations																																		
	Reception		Year 1				Year 2																													
	Red	Green	Purple	Pink	Orange	Yellow	Blue	Grey																												
	End of Spring term	End of Summer term	End of Autumn term		End of Spring term		End of Summer term	End of Autumn term																												

Year 3 and 4

<p>Word Reading</p> <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet

- o read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Comprehension

- o develop positive attitudes to reading and understanding of what they read by:
- o listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- o reading books that are structured in different ways and reading for a range of purposes
- o using dictionaries to check the meaning of words that they have read
- o increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- o identifying themes and conventions in a wide range of books English - key stages 1 and 2 26 Statutory requirements
- o preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- o discussing words and phrases that capture the reader's interest and imagination
- o recognising some different forms of poetry [for example, free verse, narrative poetry]
- o understand what they read, in books they can read independently, by:
- o checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- o asking questions to improve their understanding of a text
- o drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- o predicting what might happen from details stated and implied
- o identifying main ideas drawn from more than one paragraph and summarising these
- o identifying how language, structure, and presentation contribute to meaning
- o retrieve and record information from non-fiction
- o 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.

Reading Book Band

Y3 - White / Lime/ Brown

Y4 - Brown / Grey/ Dark Blue



Year 5 and 6

Word Reading

- o apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

Comprehension

- o maintain positive attitudes to reading and understanding of what they read by:
- o continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

- o reading books that are structured in different ways and reading for a range of purposes
- o increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions English - key stages 1 and 2 34 Statutory requirements
- o recommending books that they have read to their peers, giving reasons for their choices
- o identifying and discussing themes and conventions in and across a wide range of writing
- o making comparisons within and across books
- o learning a wider range of poetry by heart
- o 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
- o understand what they read by:
 - o checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - o asking questions to improve their understanding
 - o drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - o predicting what might happen from details stated and implied
 - o summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
 - o identifying how language, structure and presentation contribute to meaning
 - o discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
 - o distinguish between statements of fact and opinion
 - o retrieve, record and present information from non-fiction
- o 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
- o explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- o provide reasoned justifications for their views.

Reading Book Band

Y5 - Dark Blue/ Dark Red

Y6 - Dark Red/ Black/ Free readers

Reading Assessments

Reading assessments are based on teacher assessments gathered from a range of sources which may include phonic assessments, guided reading sessions,, comprehension lessons and evidence from reading across the curriculum.

Using Phonic knowledge:

Year Group and Expectations								
Reception			Year 1				Year 2	
Knowledge of Set 1 sounds Sound blending of cvc words	Red	Green	Purple	Pink	Orange	Yellow	Blue	Grey
	End of Spring term	End of Summer term						
				End of Autumn term		End of Spring term		End of Summer term

Using Guided Reading levelled books:

School target assessment sheets	Reception													
	Year 1													
	Year 2						Y2 GDS							
	Year 3													
	Year 4													
	Year 5													
	Year 6													
Book Band	Pink Red	Yellow Blue	Green	Orange	Turquoise	Purple	Gold	White	Lime	Brown	Grey	Dark Blue	Dark Red	Black / Free readers

Writing National Curriculum Coverage

Year 1

Transcription

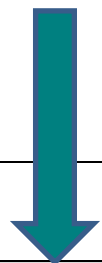
- Pupils should be taught to:
- spell:
- words containing each of the 40+ phonemes already taught
common exception words
- the days of the week
- Name the letters of the alphabet:
 - naming the letters of the alphabet in order
 - using letter names to distinguish between alternative spellings of the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

Handwriting and Presentation

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

Composition

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



Year 2

Transcription

Pupils should be taught to:

spell by:

Handwriting and Presentation

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another

Composition

Pupils should be taught to:

- develop positive attitudes towards and stamina for writing by:

<ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly English - key stages 1 and 2 20 Statutory requirements apply spelling rules and guidance, as listed in English Appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	<ul style="list-style-type: none"> start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters use spacing between words that reflects the size of the letters 	<ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence <p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> evaluating their writing with the teacher and other pupils re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] <p>read aloud what they have written with appropriate intonation to make the meaning clear.</p>
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Year 3 and 4		
<p><u>Transcription</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them (English Appendix 1) spell further homophones spell words that are often misspelt (English Appendix 1) place the possessive apostrophe accurately in words with regular plurals [for example, girls'] 	<p><u>Handwriting and Presentation</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the 	<p><u>Composition</u> Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas <p>draft and write by:</p>

<p>boys'] and in words with irregular plurals [for example, children's]</p> <ul style="list-style-type: none"> • use the first two or three letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 	<p>downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>	<ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] evaluate and edit by: • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proof-read for spelling and punctuation errors • read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
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Year 5 and 6		
<p><u>Transcription</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand the guidance for adding them • spell some words with 'silent' letters [for example, knight, psalm, solemn] • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 	<p><u>Handwriting and Presentation</u> Pupils should be taught to:</p> <p>write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task. 	<p><u>Composition</u> Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • noting and developing initial ideas, drawing on reading and research where necessary • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>draft and write by:</p> <ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • precisising longer passages • using a wide range of devices to build cohesion within and across paragraphs

<ul style="list-style-type: none"> • use dictionaries to check the spelling and meaning of words • use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus. 		<ul style="list-style-type: none"> • using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] • evaluate and edit by: <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proof-read for spelling and punctuation errors • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
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Year 1	Year 2	Year 3
<p><u>End points</u></p> <ul style="list-style-type: none"> • Some use of capital letters and full stops to include capital letters for peoples names, places, days of the week and the pronoun 'I' • Beginning to use exclamation marks • Beginning to use question marks • Writing a correct sentence using a verb and a noun. • Beginning to use adjectives • Using the co-ordinator 'and' • Beginning to use the adverbs such as "then" and "next" • Beginning to use the past tense in a narrative • Add prefixes and suffixes <ul style="list-style-type: none"> Using s and es to form simple plurals Using the prefix un- Using -ing/ -ed/ -en/ -est • Segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly • Spelling most year 1 common exception words 	<p><u>End points</u></p> <p>EXS</p> <ul style="list-style-type: none"> • Demarcating most sentences with: Capital letters and full-stops • Some use of question marks • Using present and past tense mostly correctly and consistently • Using co-ordination (or / and / but) • Using some sub-ordination (when / if / that / because) • Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others. • Spelling many common exception words (see Y2 word list) • Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • Using spacing between words that reflects the size of the letters <p>Additional skills</p> <ul style="list-style-type: none"> • Using sentences with different forms in their writing: Statements / Questions / Exclamations / Commands • Using some expanded noun phrases to describe and specify • Some use of exclamation marks 	<p><u>End points</u></p> <ul style="list-style-type: none"> • Use capital letters and full stops correctly • Mostly correct use of question marks • Mostly correct use of exclamation marks • Some correct use of commas in a list • Some correct use of apostrophes for singular possession • Some correct use of inverted commas • Beginning to use paragraphs to group material • Using dialogue with different verbs other than 'said' • Use adverbs to express time, place, manner and cause • Use prepositions to express time, place and cause • Using some expanded noun phrases • Using present and past tense correctly, and some use of perfect form • Using a variety of co-ordinating conjunctions (eg or / and / but / so / yet) • Using a variety of subordinating conjunctions (eg when / if / that / because / after / before / though / while) • Form nouns using a range of prefixes

<ul style="list-style-type: none"> Forming lower-case letters of the correct direction, starting and finishing in the right place Using spacing between words 	<ul style="list-style-type: none"> Some correct use of commas in a list Use apostrophes to mark missing letters Use apostrophes to mark singular possession Add suffixes to spell longer words -ment/ -ness/ -ful/ -less/ -ly 	<ul style="list-style-type: none"> Using the determiners "a" or "an" according to whether the next word begins with a consonant or a vowel Segmenting spoken words into phonemes and representing these by graphemes, spelling most correctly Spelling most Year 1 and 2 exception words Spelling some Year 3 and 4 exception words Spelling most contracted words with apostrophe Beginning to use the diagonal and horizontal strokes needed to join letters in most of their writing Writing all letters to the correct size, orientation and relationships to one another and using spacing between words
<p>Year 6</p>	<p>Year 5</p>	<p>Year 4</p>
<p>End points</p> <p>EXS</p> <ul style="list-style-type: none"> The pupil can write effectively for a range of purposes and audiences: <ul style="list-style-type: none"> selecting language that shows good awareness of the reader e.g. the use of the first person in a diary, direct address in instructions and persuasive writing In narratives: <ul style="list-style-type: none"> describe settings, characters and atmosphere integrate dialogue in narratives to convey character and advance the action Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately <ul style="list-style-type: none"> using contracted forms in dialogues in narrative using passive verbs to affect how information is presented using modal verbs to suggest degrees of possibility Within and across paragraphs use a range of devices to build cohesion: <ul style="list-style-type: none"> conjunctions, adverbials of time and place, pronouns synonyms Use verb tenses consistently and correctly throughout their writing 	<p>End points</p> <ul style="list-style-type: none"> Using capital letters and full stops correctly And with mostly correct use of Question marks/ Exclamation marks/ Commas in lists Apostrophes / Inverted Commas (Speech marks) Commas for clarity (After fronted adverbial & between some clauses) Apostrophes for plural possession some correct use of Punctuation for parenthesis (dashes, commas, brackets) Colons for lists Using paragraphs to organise ideas Using cohesive devices within and across paragraphs and sentences (pronouns, determiners, adverbials, repetition of nouns and tense choice) Using stage directions in speech (speech, verb, action) 'Stop,' he shouted, waving his stick Using adverbs (perhaps, surely) and modal verbs (Can, could, may, might, would, should etc) to indicate degrees of possibility Using a variety of sentence starters <ul style="list-style-type: none"> Fronted adverbial (time, place, manner) Expanded ing clause Simile 2A opener Expanded ed clause e.g. Determined to get home, John... 	<p>End points</p> <ul style="list-style-type: none"> Using capital letters and full stops correctly And with mostly correct use of Question marks / Exclamation marks Commas in lists Apostrophes for singular possession Apostrophes for plural possession Inverted Commas (Speech marks) Some use of Commas for clarity (eg After fronted adverbials) Using paragraphs to organise ideas Using some cohesive devices across paragraphs and sentences to avoid repetition (pronouns and nouns across sentences) Using dialogue with varied verbs and adverbs e.g. 'hello,' she whispered, shyly. Using adverbial phrases (time, place, manner, simile) in different positions in a fronted / embedded / at the end of a clause Beginning to use an - ing clause, a subordinate conjunction or a 2A opener to start a sentence e.g. Running happily down the road, John...; Just as JohnHappy yet nervous, John... Using expanded noun phrases with pre and post modifiers Using present, past and perfect form as appropriate and correct use of first and third person Using a variety of co-ordinating conjunctions (FANBOYS)

<ul style="list-style-type: none"> Use the range of punctuation taught at key stage 2 mostly correctly? ! "" ' , () Colon to introduce a list and semi colons within a list (not in the EXS framework) Spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary Maintain legibility in joined handwriting when writing at speed <p>GDS</p> <ul style="list-style-type: none"> Use of the semi colon, colon and dash to mark the boundary between independent clauses Use of the hyphen to avoid ambiguity 	<p>➤ Subordinate conjunction</p> <ul style="list-style-type: none"> Using some correct use of relative clauses (who/which/where/when/whose/that) Using present, past and perfect form as appropriate ensuring the correct use of first and third person Using a variety of co-ordinating conjunctions (FANBOYS) Using a variety of subordinating conjunctions (eg when / if / that / because / after / before / though / while / whereas / just as / as long as / as soon as) Beginning to include metaphors, personification and onomatopoeia Spelling most Year 3 and 4 exception words Spelling some Year 5 and 6 exception words Convert nouns, adjectives into verbs using suffixes -ate/-ise/-ify Use verb prefixes dis-/ de-/ mis-/ over-/ re- <p>Producing legible joined handwriting</p>	<ul style="list-style-type: none"> Using a variety of subordinating conjunctions (when / if / that / because / after / before / though / while / whereas / just as / as long as / as soon as) Spelling most Year 3 and 4 exception words Spelling most contracted words Using the diagonal and horizontal strokes needed to join letters in most of their writing <p>Writing all letters to the correct size, orientation and relationships to one another and using spacing between words</p>
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Writing Support Guidance

Year 1 - Statutory Requirements for introduction of new content

Word Level	Sentence Level	Text Level	Punctuation	Terminology for pupils
<p>Regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</p> <p>How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]</p>	<p>How words can combine to make sentences</p> <p>Joining words and joining clauses using and</p>	<p>Sequencing sentences to form short narratives</p>	<p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p>	<p>letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</p>

Year 1 Grammar Coverage

Skill	Example	Even better if
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I can write	statements	An elephant is big.	I went to school.
	questions	What is your name?	How big is an elephant?
	commands	Take the bread out of the fridge	Sit down.
I can use adjectives	Add Adjectives A <i>fat</i> man, A <i>blue</i> shirt	Add 2 adverbs A <i>big, fat</i> man, A <i>bright, blue</i> shirt	
I can use present and past tense mostly correctly	Present - An elephant has four legs. It can walk. It lives in Africa. Past - Yesterday, I went to school. I ate crisps and I visited my friend.		
I can use some co-ordination (and/ but/ or)	I got up <i>and</i> went to school. I ate my dinner <i>but</i> didn't eat my pudding. Shall I eat the apple <i>or</i> the orange?	Add two conjunctions in a sentence. I got up <i>and</i> went to school <i>but</i> I forgot to brush my teeth.	
I can use some subordination (because)	I ate a banana <i>because</i> I was hungry.	Add 'when' or 'if' When I got home, I ate a banana. If you eat 3 bananas, you will be sick.	
Year 1 - Punctuation Coverage			
Skill	Example	Even better if	
I can use full stops and capital letters	The boy went for a walk. It was raining.	Beginning to use a capital letter for proper nouns (Names of people, places, Days of the week and months) E.g. Gita went to Wolverhampton on Monday 1 st November.	
I can begin to use question marks	Beginning to use a to indicate a question What did the Roman's wear? "How was school?" Mum asked.		

I can begin to use an exclamation mark	Use an exclamation mark in speech when you want to show the speaker raises their voice <i>"Help!" he cried.</i> <i>"Ouch! That hurt" she complained</i>	
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Year 2 -Statutory Requirements for introduction of new content

Word Level	Sentence Level	Text Level	Punctuation	Terminology for pupils
Formation of nouns using suffixes such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i>] Formation of adjectives using suffixes such as <i>-ful, -less</i> (Full list in NC year 2 spelling section in English Appendix 1) Use of the suffixes <i>-er, -est</i> in adjectives and the use of	Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]	noun, noun phrase statement, question, exclamation, command compound, suffix, adjective, adverb, verb tense (past, present), apostrophe, comma

I can use inverted commas or speech marks in dialogue	<p>"Where is your homework?" asked the teacher.</p> <p>"My dog ate it," replied John</p>
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Year 2 Grammar Coverage

Skill	Example	Even better if												
I can write	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; padding: 5px;">Statements</td> <td style="padding: 5px;">An elephant is big.</td> <td style="padding: 5px;">I went to school.</td> </tr> <tr> <td style="padding: 5px;">Questions</td> <td style="padding: 5px;">What is your name?</td> <td style="padding: 5px;">How big is an elephant?</td> </tr> <tr> <td style="padding: 5px;">Exclamations</td> <td style="padding: 5px;">It must begin with what and how What a wonderful surprise it was!</td> <td style="padding: 5px;">How beautiful she is!</td> </tr> <tr> <td style="padding: 5px;">commands</td> <td style="padding: 5px;">Take the bread out of the fridge</td> <td style="padding: 5px;">Sit down.</td> </tr> </table>	Statements	An elephant is big.	I went to school.	Questions	What is your name?	How big is an elephant?	Exclamations	It must begin with what and how What a wonderful surprise it was!	How beautiful she is!	commands	Take the bread out of the fridge	Sit down.	
	Statements	An elephant is big.	I went to school.											
	Questions	What is your name?	How big is an elephant?											
	Exclamations	It must begin with what and how What a wonderful surprise it was!	How beautiful she is!											
commands	Take the bread out of the fridge	Sit down.												
I can use expanded noun phrases	<p>Add Adjectives</p> <p>A big, fat man A bright, blue shirt</p>	<p>Add a post modifier</p> <p>A big, fat man with a beard A bright, blue shirt from the shop.</p>												
I can use present and past tense mostly correctly	<p>Present - An elephant has four legs. It can walk. It lives in Africa.</p> <p>Past - Yesterday, I went to school. I ate crisps and I visited my friend.</p>													
I can use some co-ordination (and/ but/ or)	<p>I got up and went to school.</p> <p>I ate my dinner but didn't eat my pudding.</p> <p>Shall I eat the apple or the orange?</p>	<p>Add two conjunctions in a sentence.</p> <p>I got up and went to school but I forgot to brush my teeth.</p> <p>Try using so 'I was tired so I went to bed.</p> <p>He is fast runner so he won the race.</p>												
I can use some sub ordination (when / if / that / because)	<p>I ate a banana because I was hungry.</p> <p>When I got home, I ate a banana.</p> <p>I ate a banana when I got home.</p> <p>If you come to my café, you will get the best banana ice cream</p> <p>You will get the best banana ice cream if you come to my café.</p> <p>I hope that you will have a good time.</p>	<p>Add coordination and subordination into one sentence</p> <p>When I got home, I ate a banana and watched TV.</p> <p>I ate the apple but I didn't eat the banana because I was full.</p> <p>If you eat 3 bananas and 4 apples, you will be sick.</p> <p>I hope that you will eat the banana or the apple.</p>												



Year 3 -Statutory Requirements for introduction of new content

Word Level	Sentence Level	Text Level	Punctuation	Terminology for pupils
<p>Formation of nouns using a range of prefixes [for example super-, anti-, auto-]</p> <p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p>	<p>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p>	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</p>	<p>Introduction to inverted commas to punctuate direct speech</p>	<p>preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</p>

Year 3 - Punctuation Coverage

Skill	Example	Even better if
I can use inverted commas or speech marks in dialogue	<p>"Where is your homework?" asked the teacher.</p> <p>"My dog ate it," replied John</p>	

Year 3 - Grammar Coverage

Skill	Example	Even better if

To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.

We use Present Perfect tense to talk about action which started in the past and continues up to the present. For and since are used with the present perfect to indicate time.

- *I have been here for twenty minutes.*
- *I have been here since 9 o'clock.*
- *John hasn't called for six months.*
- *John hasn't called since February.*
- *He has worked in New York for a long time.*
- *He has worked in New York since he left school.*

To use 'a' or 'an' correctly throughout a piece of writing.

A and an are two different forms of the same word: the indefinite article a that is used before noun phrases. Use a when the noun or adjective that comes next begins with a consonant sound. Use an when the noun or adjective that comes next begins with a vowel sound.

E.g.

- a football
- a driver's license
- a European country (*European* begins with the vowel letter e, but the sound y.)
- a menu

- an apple
- an irritated driver
- an hour (*Hour* begins with the consonant letter h, but the h is silent.)
- an accurate weather report

To 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.

We can watch TV when we've finished. [when we've finished is subordinate to watch]
 We can watch TV when we've finished because there isn't any other tasks to carry out.

To use a range of conjunctions, adverbs and prepositions to show time, place and cause.

Time

- while
- after
- when
- afterwards
- again
- before
- early
- late
- in
- at
- on

Place

- where
- everywhere
- there
- downstairs
- wherever
- inside
- up
- below
- outside

Cause

- because
- since
- as
- therefore
- however
- so that
- by reason of
- for the benefit of
- in the light of
- thanks to



Year 4 - Statutory Requirements for introduction of new content

Word Level	Sentence Level	Text Level	Punctuation	Terminology for pupils
The grammatical difference between plural and possessive -s	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases	Use of paragraphs to organise ideas around a theme	Use of inverted commas and other punctuation to indicate direct speech [for example, a	determiner pronoun, possessive pronoun adverbial

Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]	(e.g. <i>the teacher expanded to: the strict maths teacher with curly hair</i>) Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i> Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>] Use of commas after fronted adverbials
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Year 4 - Punctuation Coverage

Skill	Example	Even better if
I can use commas in a list	<i>A tall, dark, handsome man.</i> <i>The man was tall, dark and handsome</i>	Comma can also split verbs and nouns Nouns:- <i>I put on trousers, a shirt and a thick sweater.</i> Verbs:- <i>I got up, had a shower, cleaned my teeth and got dressed.</i>
I can use commas for clarity	Commas go after a fronted adverbial <i>First thing in the morning, Peter left for work.</i> <i>As quick as a flash, I jumped from my desk</i>	Commas can also separate a subordinate clause from a main clause <i>When the bell went, the children went out to play.</i> <i>After finishing lunch, I visited my friend.</i>
I can use an exclamation mark	Use an exclamation mark in speech when you want to show the speaker raises their voice <i>"Help!" he cried.</i> <i>"Ouch! That hurt" she complained</i>	Exclamation marks come after exclamation sentences beginning with what or how. <i>What a wonderful day! /What a wonderful day I had!</i> <i>How beautiful! /How beautiful it is!</i>
I can use question marks	Used to indicate a question <i>What did the Roman's wear?</i>	Use question marks in informal dialogue after question tags or to show uncertainty

	"How was school?" Mum asked	"It's lovely, isn't it?" "You won't be late, will you?" "I'll see you at 9pm?"
I can use apostrophes for contraction	E.g. I'm can't don't she's won't I'll isn't I'd	
I can use apostrophes for singular possession	An apostrophe with the letter s is used to show someone owns something Handa's hen The cat's tail The boy's book Harry's wand	
I can use apostrophes for plural possession	If there is more than one owner, the apostrophe goes after the s Mark went to a boys' school. John had many dogs. The dogs' home was in the garden	
I can begin to use an ellipsis to keep the reader hanging on/show an unfinished thought	Harry spoke out "I want to" He was interrupted by the sudden bark of a dog. She opened the door . . . and saw . . . a cake!	
I can begin to use colons to introduce a list	You need the following ingredients: Milk, Cheese, Bread Harry put many things in his trunk: A wand, Books, A wizard's hat	

Year 4 Grammar Coverage

Skill	Example	Even better if
I can begin to use cohesive devices across paragraphs and sentences (pronouns and adverbials and repetition of nouns) e.g., today, that afternoon, yesterday, meanwhile, therefore	<p>Pronouns Mark put on his coat and then he left his house.</p> <p>Adverbials First thing in the morning, I Later that day, my mum....</p> <p>Repetition of nouns I saw a painting of a man. And no, it was not just any painting of a man; it was ...</p>	<p>More advanced cohesive devices e.g. For this reason Meanwhile Therefore Fortunately/Unfortunately The last time Afterwards Especially As a rule What is more In particular</p>
I can use dialogue with varied verbs and adverbs	<p>"Help me" screamed/whispered/murmured/ mumbled/shouted/ordered/ instructed/announced/yelled/ the boy angrily/anxiously/calmly/cautiously/enthusiastically/ gently/kindly/politely/repeatedly.</p>	<p>Stage directions in speech (speech, verb, action) 'Stop,' he shouted, waving his stick. "Sit down" ordered the teacher as he entered the classroom. "I'm hungry" announced Mia, going to the fridge.</p>

<p>I am beginning to use some indirect speech in my writing</p>	<p>Alex told her friend to go home. She complained she was tired.</p>	
<p>I can use some expanded noun phrases with pre and post modifiers and some qualifiers to describe and specify</p>	<p>A few blue shirts with short sleeves Countless tall trees in the forest A couple of interesting books on the table. The majority of people in the world,</p>	<p>Add a more ambitious qualifier Lots of/A couple of/countless /numerous/a large number of/a few/ hardly an/the majority of/ the minority of/ a plethora of/legions of</p>
<p>I can use the perfect form (to talk about recent events/experiences)</p>	<p>"Where have you been?" asked Mum, "I have been trying to phone you" "I've never eaten pasta before but I have drunk coconut juice" John had visited Paris once before and he had climbed the Eifel Tower.</p>	
<p>I can use a variety of co-ordinating conjunctions (FANBOYS)</p>	<p>I ate the apple and then drank water. I did my homework but forgot it The spider spun a web so he could catch a fly.</p>	<p>Put two conjunctions in one sentence. I put on my coat and ran to school but I was still late. Joe ate an apple but didn't drink water so he was still thirsty.</p>
<p>I can use a variety of subordinating conjunctions (when / if / because / after / before / though / while / just as / as long as / as soon as)</p>	<p>As long as he wasn't late, John knew he wouldn't get into trouble. Just as the clock struck one, the gunman entered. As soon as he had finished his homework, he ran out to play. Harry was dark haired whereas his friend Ron had red hair.</p>	
<p>I can use adverbial phrases (time, place, manner, simile) in different positions in a sentence (fronted, embedded, at the end of a clause)</p>	<p>At 9 o'clock, the teacher walked in. John pulled with all his might on the rope. I strode into the classroom. As quick as Usain Bolt, Jane sped after the thief.</p>	<p>Put 2 or 3 adverbial phrases into one sentence After lunch, I walked at a fast pace to the school. Like tired soldiers, the boys marched slowly home.</p>
<p>I can begin to use an - ing clause, a subordinate conjunction or a 2A opener to start a sentence</p>	<p>-ing clause: <i>Thinking as she walked</i>, Liz entered into the room. -Conj:-<i>Although she was exhausted</i>, Diana continued working. -2 Adjective:-<i>Nervous but optimistic</i>, James sat his test.</p>	

My writing contains a variety of long sentences to add description and short sentences for emphasis

The house was dark and menacing with old creaking doors and windows full of cobwebs. Inside the main entrance, was an old chiming clock which had been in the family for hundreds of years. Being careful not to make a noise, Harry entered the house. *Suddenly, the clock chimed. Harry jumped.*



Year 5 - Statutory Requirements for introduction of new content

Word Level	Sentence Level	Text Level	Punctuation	Terminology for pupils
Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] Verb prefixes [for example, dis-, de-, mis-, over- and re-]	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity

Year 5 - Grammar Coverage

Skill	Example	Even better if
I can begin to use cohesive devices across paragraphs and sentences (pronouns and adverbials and repetition of nouns) e.g., today, that afternoon, yesterday, meanwhile, therefore	Pronouns <i>Mark put on his coat and then he left his house. The coat was one which had been given him by his wife.</i> Adverbials	Try using ellipsis (for emission of words) The brochure states: "The atmosphere is tranquil ... and you cannot hear the trains." We went to the city ... and arrived home after midnight

	<p><i>Meanwhile, therefore, for this reason</i> <i>Especially, what is more, in particular</i> Repetition of nouns <i>I saw a painting of a man. And no, it was not just any painting of a man.</i></p>	
I can stage directions in speech (speech, verb, action)	<p><i>Stop,</i> he shouted, waving his stick. <i>"Sit down"</i> ordered the teacher as he entered the classroom. <i>"I'm hungry"</i> announced Mia, going to the fridge</p>	Try using dialogue to convey character: - "Sit down or you will be in detention!" barked my new (obviously strict) teacher
I use some indirect speech in my writing	<p><i>Alex told her friend to go home.</i> <i>She complained she was tired.</i></p>	
Using expanded noun phrases with ambitious qualifiers (several, countless, infinite, copious, an abundance of,) and prepositional phrases (post-modifiers)	<p><i>Infinite supplies of delicious ice cream</i> <i>Legions of soldiers in their shining armour</i> <i>Copious amounts of tasty cakes with beautiful icing</i> <i>A sparse number of trees with withered branches</i> <i>The majority/minority of young people in the city</i></p>	
I can use modal verbs to indicate degrees of possibility	<p>Can, will, might, may, must, could, should, have to <i>I might go to park</i> <i>You must do your homework.</i></p>	<p>Use modal verbs in the past <i>Could have, might have, should have, must have</i> <i>He might have gone out.</i> <i>The butler must have killed him.</i></p>
I can use a variety of sentence starters	Fronted adverbial (time, place, manner)	First thing in the morning, John woke
	Expanded - ing clause	Feeling hungry, John woke.
	Simile	Like a grumpy bison, John woke.
	2A opener	Refreshed and revitalised, John woke
	Expanded -ed clause	Disturbed by a nightmare, John woke
	Subordinate conjunction	Before the sun had risen, John woke.
I can use present, past and perfect form as appropriate ensuring the correct use of first and third person	<p>I live in London but right now I'm visiting Leeds. I have lived in Wolverhampton. I moved there in 2011</p>	<p>Try using Past Perfect <i>Shelma had lived in Paris before coming to Wolverhampton</i></p>

		<i>Jeze was starving because he hadn't eaten breakfast.</i>
I can use a variety of co-ordinating (FANBOYS) and subordinating conjunctions (when / if / that / because / after / before / though / while / whereas / just as / as long as / as soon as)	<i>Just as</i> the clock struck one, the gunman entered. <i>As soon as</i> he had finished his homework, he ran out to play. Harry was dark haired, <i>whereas</i> his friend Ron had red hair	Put two conjunctions in one sentence. <i>After</i> eating dinner, I washed up <i>but</i> didn't put the plates away. <i>Just as</i> the clock struck one, she ran in, <i>whereas</i> her friend sauntered in 5 minutes later.
I can use relative clauses with the relative pronouns who/ which/whose/that/ where/when	The house, <i>which was on the hill</i> , was locked up. The village <i>where I grew up</i> was beautiful. Romans, <i>who came from Italy</i> , were strong fighters.	Add a relative clause to the end of the sentence. <i>I lived in a huge house which had many rooms.</i> <i>I shouted at the boy who was walking on the other side of the street.</i>
I can use adverbial phrases (time, place, manner) in different positions in a sentence (fronted, embedded, at the end of a clause)	<i>At 9 o'clock</i> , the teacher walked in. John pulled <i>with all his might</i> on the rope. I strode <i>into the classroom</i> .	Put 2 or 3 adverbial phrases into one sentence <i>After lunch</i> , I walked <i>at a fast pace to the school</i> . <i>Like tired soldiers</i> , the boys marched <i>slowly home</i> .
I can include metaphors, personification and onomatopoeia	Metaphor: - A metaphor is a comparison which is not literally true. It suggests what something is like by comparing it with something else with similar characteristics E.g. <i>My brother is a pig. The foot of the hill. You had him in the palm of your hand. My teacher is a dragon. His room was a tip. She is a shining star.</i>	
	Personification: -This is when you give human qualities to an object or an animal. E.g. <i>The wind howled in the night. Lightning danced across the sky. The moon played hide and seek with the clouds. My flowers were begging for water.</i>	
	Onomatopoeia: -This is when a word's pronunciation imitates its sound. E.g., <i>He banged on the drum. A dog can bark. The bees buzzed. The clanging pots and pans. Clap your hands. The clock was ticking. He dripped his books with a thud.</i>	
My writing contains a variety of long sentences to add description and short sentences for emphasis	The house was dark and menacing with old creaking doors and windows full of cobwebs. Inside the main entrance, was an old chiming clock which had been in the family for hundreds of years. Being careful not to make a noise, Harry entered the house. <i>Suddenly, the clock chimed. Harry jumped.</i>	
Year 5 Punctuation Coverage		
Skill	Example	Even better if

I can use commas in a list	A tall, dark, handsome man. The man was tall, dark and handsome	Comma can also split verbs and nouns Nouns: - I put on trousers, a shirt and a thick sweater. Verbs:-I got up, had a shower, cleaned my teeth and got dressed.
I can use commas for clarity	Commas go after a fronted adverbial/Subordinate clause At 3pm, Peter left for work. After finishing lunch, I visited my friend.	Avoid Comma Splicing (Putting a comma between two independent clauses) Wrong: Ann got up, she got dressed Correct:-Ann got up; she got dressed
I can use an exclamation mark	Use an exclamation mark in speech when you want to show the speaker raises their voice "Help!" he cried.	Use explanation sentences beginning with what or how. What a wonderful day! /What a wonderful day I had! How beautiful! /How beautiful it is!
I can use question marks	Used to indicate a question What did the Roman's wear? "How was school?" Mum asked.	Use question marks in informal dialogue after question tags or to show uncertainty "It's lovely, isn't it?"/ "I'll see you later?"
I can use inverted commas or speech marks in dialogue	"Where is your homework?" asked the teacher. "My dog ate it," replied John	
I can use apostrophes for contraction	e.g. I'm can't don't she's won't I'll isn't I'd	
I can use apostrophes for singular possession	An apostrophe with the letter s is used to show someone owns something. Handa's hen The cat's tail The boy's book Harry's wand	
I can use apostrophes for plural possession	If there is more than one owner the apostrophe goes after the s Mark went to a boys' school. John had many dogs. The dogs' home was in the garden	
I can use punctuation for parenthesis (Commas, brackets, dashes)	If you remove the part of the sentence in parenthesis, it still must make sense Harry (the boy next door) liked ice cream. Bal, who was very clever, came top of the class.	

	Rome-the capital of Italy-is a place I have always wanted to visit.
I can use colons to introduce a list	<p>You need the following ingredients: Milk, Cheese, Bread</p> <p>Harry put many things in his trunk: A wand, Books, A wizard's hat</p> <p>WRONG</p> <p>Never use a colon to split a verb from a noun</p> <p>E.g. You need: Milk, cheese, bread is wrong</p>
I can begin to use a semi-colon to split two independent clauses.	<p>We can use a semicolon to replace a co-ordinating conjunction (FANBOYS)</p> <p><i>I went to the shops but I didn't buy anything.</i></p> <p><i>I went to the shops; I didn't buy anything.</i></p> <p>You can use a semi colon to separate items in a list when each item is extended. Compare 1 (Comma) and 2 Semi-Colon</p> <p>1) <i>At the circus we saw a clown, a lion, a fire eater and an eight year old acrobat.</i></p> <p><i>At the circus we saw a clown juggling with swords; a lion who stood on a ball; a fire eater with flashing eyes and an eight year old acrobat.</i></p>
I can begin to use an ellipsis to keep the reader hanging on/show an unfinished thought	<p>Harry spoke out "I want to" He was interrupted by the sudden bark of a dog.</p> <p>She opened the door . . . and saw . . . a cake!</p>



Year 6 -Statutory Requirements for introduction of new content

Word Level	Sentence Level	Text Level	Punctuation	Terminology for pupils
The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech	Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i>	Linking ideas across paragraphs using a wider range of cohesive devices : repetition of a word or phrase, grammatical	Use of the semi-colon, colon and dash to mark the boundary between independent clauses	subject, object active, passive synonym, antonym

<p>and writing [for example, <i>find out - discover; ask for - request; go in - enter</i>]</p> <p>How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>].</p>	<p>versus <i>The window in the greenhouse was broken (by me)</i>].</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i> or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]</p>	<p>connections [for example, the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>], and ellipsis</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>	<p>[for example, <i>It's raining; I'm fed up</i>]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]</p>	<p>ellipsis, hyphen, colon, semi-colon, bullet points</p>
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Year 6 - Grammar Coverage

Skill	Example	Even better if
<p>I can create atmosphere</p>	<p>Detailed Settings with multi-clausal sentences and expanded noun phrases</p> <p>Use the 5 senses: -What can be seen, heard, felt etc</p>	<p>Using metaphor and personification: -</p> <p>Metaphor: - <i>Each blade of grass was a tiny bayonet pointed firmly at our bare feet. I was lost in a sea of nameless faces</i></p> <p>Personification: - <i>The wind howled in the night. Lightning danced across the sky. The moon played hide and seek with the clouds. My flowers were begging for water.</i></p>
<p>I can integrate dialogue to convey character</p>	<p><i>"Sit down or you will be in detention!" barked my new (obviously strict) teacher.</i></p> <p>What does the different ways of asking for a drink say about character?</p>	<p>Use dialogue to show you can shift formality</p> <p><i>"Dear boy, pray where were you at 10pm last night?" enquired Rev Jones</i></p>

	<p>“Would you mind getting me a drink dear?” “Drink! Now!” “Pllleeeaaase can I have a drink?”</p>	<p>“Haven’t got a clue- Lost me watch at school!” Ralph exclaimed. “Those coffins ‘ve got skeletons in ‘em!” whispered Roger.</p>
<p>I can integrate dialogue to advance action</p>	<p>Staging directions in Speech (Speech, verb, action) “Stop!” he shouted, waving his stick. “Sit down!” ordered the teacher as she entered the classroom. “I’m hungry,” announced Mia going to the fridge</p>	<p>“Mouldering flesh with worms and maggots all twisting about in their eye sockets,” whispered Lyrax. “What you doing?” said Roger. “You ain’t supposed to touch ‘em!”</p>
<p>I can select vocabulary and grammatical structures that reflect the level of formality required in most paragraphs</p>	<p>The key is to maintain the level of formality throughout the piece Formal: -More advanced grammar (Passive, Perfect). Longer Sentences. Subject/Genre Specific Vocabulary Informal: -Slang, Contractions, Idioms, Short sentences.</p>	<p>Change formality when you express facts and opinions. The lionesses work together to hunt and can bring down large prey such as water buffalo. <i>You certainly wouldn’t be wanting to take a stroll when a pride is out hunting then!</i></p>
<p>Using a range of cohesive devices, including adverbials, within and across sentences and paragraphs</p>	<p>Pronouns: - <i>Mark</i> put on <i>his</i> coat and then <i>he</i> left his house. The coat was <i>one</i> which had been given him by his wife. Adverbials: - <i>First</i>, mum and I cleaned the kitchen of all the stew all over the floor and walls, <i>then</i> washed the dishes and <i>finally</i> we put them away. <i>Meanwhile</i>, Dad and my sister repotted all the plants. Conjunctions: -A range of co-ordinating and subordinating conjunctions Repetition of nouns:-I saw a <i>painting of a man</i>. And no, it was not just any <i>painting of a man</i>. Ellipsis (Missing out words 11) <i>First</i>, mum and I cleaned the kitchen of all the stew <i>11</i> all over the floor and walls, <i>then 11</i> washed the dishes Some plants looked better than ever (though other ones didn’t! <i>11</i>)</p>	
<p>Passive mostly appropriately</p>	<p>We use the passive when we do not know or do not say who has completed an action. We also use it when we want to place greater emphasis on the action rather than the person/ people who do it. It is very common in formal language and can easily be evidenced in explanation text. E.g. The butter is spread on the bed.</p>	
	<p>How Passive is formed?</p>	<p>Example sentences to “magpie”</p>

	<p><u>The present simple:</u> is/ are + past participle</p> <p>Lions are found in Africa The market is held every Monday. is thought/believed to be</p>	
	<p><u>The present perfect:</u> has/ have + been + past participle</p> <p>"I have been given a detention," complained the mum glumly. A leisure centre has been located in Wolverhampton for 20 years.</p>	
	<p><u>The past simple:</u> was/ were + past participle</p> <p>The Spartans, who were known for their fighting, lived.... The shop, which was situated to the north of the town, sold... As soon as the bags were packed, we jumped into the car Finally, the work was done/completed</p>	
	<p><u>The past perfect:</u> had + been + past participle</p> <p>The room looked like it had been hit by a bomb/ Justice had been done. Had he been seen?</p>	
	<p><u>Modals:</u> Can/may/will etc +be +past participle Can/may/will etc +have been +past participle</p> <p>The cathedral could be seen from miles away. The victim, who could have been you or me, was taken to the..... It can be argued</p>	
<p>I can use a wide range of clause structures, sometimes varying their position within the sentence</p>	<p>Different Sentence Openers</p>	
	<p>Fronted adverbial (time, place, manner)</p>	<p><i>First thing in the morning, John woke</i></p>
	<p>Expanded - ing clause</p>	<p><i>Feeling hungry, John woke.</i></p>
	<p>Simile</p>	<p><i>Like a grumpy bison, John woke.</i></p>
	<p>2A opener</p>	<p><i>Refreshed and revitalised, John woke</i></p>
	<p>Expanded -ed clause</p>	<p><i>Disturbed by a nightmare, John woke</i></p>
	<p>Subordinate conjunction</p>	<p><i>Before the sun had risen, John woke.</i></p>

	<p>Relative Clauses (Embedded and ending a sentence) <i>My sister, who is missing her magazines, has demanded we go to the Kalahari Desert, which is too hot for bears.</i></p> <p>Multi-Clausal Sentences <i>After eating dinner, I washed up but didn't put the plates away.</i> <i>Just as the clock struck one, she ran in, whereas her friend sauntered in 5 minutes later.</i></p>	
Using adverbs/adverbials effectively to add detail, qualification and precision	<p>At 9 o'clock, the teacher walked in. John pulled with all his might on the rope. I strode into the classroom. As quick as Usain Bolt, Jane sped after the thief.</p>	<p>Put 2 or 3 adverbial phrases into one sentence <i>After lunch, I walked at a fast pace to the school.</i> <i>Like tired soldiers, the boys marched slowly home.</i></p>
Add expanded noun phrases effectively to add detail, qualification and precision	<p>Use pre and post modifiers (prepositional phrases) <i>blue shirt with short sleeves</i> <i>tall tree by the river</i> <i>angry man from London</i> <i>Interesting book on the table.</i></p>	<p>Use ambitious qualifiers <i>Infinite supplies of delicious ice cream</i> <i>Legions of soldiers in their shining armour</i> <i>Copious amounts of tasty cakes with beautiful icing</i> <i>A sparse number of trees with withered branches</i> <i>The majority/minority of young people in the city</i></p>
Year 6 Punctuation Coverage		
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I can use commas in a list	<p>A tall, dark, handsome man. The man was tall, dark and handsome</p>	<p>Comma can also split verbs and nouns Nouns: - I put on trousers, a shirt and a thick sweater. Verbs: - I got up, had a shower, cleaned my teeth and got dressed.</p>
I can use commas for clarity	<p>Commas go after a fronted adverbial/Subordinate clause At 3pm, Peter left for work. After finishing lunch, I visited my friend.</p>	<p>Avoid Comma Splicing (Putting a comma between two independent clauses) Wrong: Ann got up, she got dressed Correct: -Ann got up; she got dressed</p>
I can use an exclamation mark	<p>Use an exclamation mark in speech when you want to show the speaker raises their voice</p>	<p>Use explanation sentences beginning with what or how. What a wonderful day! /What a wonderful day I had!</p>

	<i>"Help!" he cried.</i>	<i>How beautiful! /How beautiful it is!</i>
I can use question marks	Used to indicate a question What did the Roman's wear? "How was school?" Mum asked.	Use question marks in informal dialogue after question tags or to show uncertainty "It's lovely, isn't it?"/ "I'll see you later?"
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I can use colons	You need the following ingredients: Milk, Cheese, Bread Harry put many things in his trunk: A wand, Books, A wizard's hat WRONG Never use a colon to split a verb from a noun E.g. You need: Milk, cheese, bread is wrong	Use a colon to separate two independent clauses when the second explains or amplifies the first Some people do their best work at night: they are known as 'night-owls'. It's been snowing for three days: the roads around here aren't very safe for driving.
I can use a semi-colon to split two independent clauses.	We can use a semicolon to replace a co-ordinating conjunction (FANBOYS) <i>I went to the shops but I didn't buy anything.</i> <i>I went to the shops; I didn't buy anything.</i> You can use a semi colon to separate items in a list when each item is extended. Compare 1 (Comma) and 2 Semi-Colon 2) At the circus we saw a clown, a lion, a fire eater and an eight year old acrobat.	

	<i>At the circus we saw a clown juggling with swords; a lion who stood on a ball; a fire eater with flashing eyes and an eight year old acrobat.</i>
<i>I can use hyphens</i>	<i>To make compound nouns e.g., mother-in-law, t-shirt, dry-cleaning, fifty-one To make compound adjectives: e.g., snow-white, cold-blooded, light-hearted, far-fetched, low-cut</i>
<i>I can use dashes</i>	<i>Parenthesis Mo-who is the current Olympic champion-won the race. Repetition "St-st-op!" stammered the boy Before a final comment "Yes-I will do it," agreed Lucy.</i>
<i>I can begin to use an ellipsis to keep the reader hanging on/show an unfinished thought</i>	<i>Harry spoke out "I want to" He was interrupted by the sudden bark of a dog. She opened the door . . . and saw . . . a cake!</i>