



Subject: English
Year A

English Knowledge and Skills Progressions P1 (Year 1/2)

Programme of Study	National Curriculum Knowledge and Skills		
	Language Comprehension	Reading	Writing
<p>Term 1</p> <p>Fiction: Character and Setting Retelling through role play Story Sequencing Story Boards</p> <p>Non-Fiction: Posters and Leaflets</p> <p>Possible Texts: We're Going on a Bear Hunt The Gruffalo by Julia Donaldson Aliens Love Underpants</p> <p>Phonics See Read Write Inc Programme of Study</p> <p>Handwriting Pre-cursive and cursive Script</p>	<p>Pre-Key Stage Standard 1 In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):</p> <ul style="list-style-type: none"> • indicate correctly pictures of characters and objects in response to questions such as 'Where is (the)...?' • show anticipation about what is going to happen (e.g. by turning the page) • join in with some actions or repeat some words, rhymes and phrases when prompted. <p>Pre-Key Stage Standard 2 In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):</p> <ul style="list-style-type: none"> • demonstrate understanding, e.g. by answering questions, such as 'Where is he/she/it?', 'What is this?', 'Who is this?', 'What is he/she doing?' • join in with predictable phrases or refrains. <p>Pre-Key Stage Standard 3</p>	<p>Pre-Key Stage Standard 1</p> <p>Pre-Key Stage Standard 2 The pupil can:</p> <ul style="list-style-type: none"> • say a single sound for 10+ graphemes • read words by blending sounds with known graphemes, with help from their teacher <p>Pre-Key Stage Standard 3 The pupil can:</p> <ul style="list-style-type: none"> • say a single sound for 20+ graphemes • read accurately by blending the sounds in words with two and three known graphemes <p>Pre-Key Stage Standard 4 The pupil can:</p> <ul style="list-style-type: none"> • say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes • read accurately by blending the sounds in words with up to five known graphemes • read some common exception words • read aloud books that are consistent with their phonic knowledge, without guessing words from pictures or the context of the sentence. <p>NC Year 1 objectives</p> <ul style="list-style-type: none"> • Applies phonic knowledge and skills as the route to decode words. • Responds speedily with the correct sound to graphemes (letters or groups of letters) 	<p>Pre-Key Stage Standard 1</p> <p>Composition The pupil can:</p> <ul style="list-style-type: none"> • say an appropriate word to complete a sentence when the adult pauses (e.g. 'We're going to the...zoo/park/shop/beach'). <p>Transcription The pupil can:</p> <ul style="list-style-type: none"> • draw lines or shapes on a small or a large scale (e.g. on paper, or in the air, or sand). <p>Pre-Key Stage Standard 2</p> <p>Composition The pupil can:</p> <ul style="list-style-type: none"> • say a clause to complete a sentence that is said aloud (e.g. 'When we went to the beach today,...we ate ice cream / I played in the sand / it was hot'). <p>Transcription The pupil can:</p> <ul style="list-style-type: none"> • form correctly most of the 10+ lower-case letters in Standard 2 of English language comprehension and reading • identify or write these 10+ graphemes on hearing corresponding phonemes. <p>Pre-Key Stage Standard 3</p> <p>Composition The pupil can:</p> <ul style="list-style-type: none"> • make up their own phrases or short sentences to express their thoughts aloud about stories or their experiences • write a caption or short phrase using the graphemes that they already know. <p>Transcription The pupil can:</p> <ul style="list-style-type: none"> • form correctly most of the 20+ lower-case letters in Standard 3 of English language comprehension and reading • identify or write these 20+ graphemes on hearing the corresponding phonemes
<p>Term 2</p> <p>Fiction: Character and Setting Retelling through role play Story Sequencing Story Boards</p>	<p>Pre-Key Stage Standard 3</p>	<p>NC Year 1 objectives</p> <ul style="list-style-type: none"> • Applies phonic knowledge and skills as the route to decode words. • Responds speedily with the correct sound to graphemes (letters or groups of letters) 	<p>Pre-Key Stage Standard 3</p> <p>Composition The pupil can:</p> <ul style="list-style-type: none"> • make up their own phrases or short sentences to express their thoughts aloud about stories or their experiences • write a caption or short phrase using the graphemes that they already know. <p>Transcription The pupil can:</p> <ul style="list-style-type: none"> • form correctly most of the 20+ lower-case letters in Standard 3 of English language comprehension and reading • identify or write these 20+ graphemes on hearing the corresponding phonemes

<p>Non-fiction: Instructions</p> <p>Possible Texts: Mr wolfs pancakes by Jan Fearnley Bears don't eat egg sandwiches by Julie Fulton (instructions/sequencing) Aliens love Santa pants by Claire Freedman</p> <p>Phonics see Read Write Inc Programme of Study (to be completed during reading session)</p> <p>Handwriting Pre-cursive and cursive Script</p>	<p>In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):</p> <ul style="list-style-type: none"> • respond to questions that require simple recall • recount a short sequence of events (e.g. by sequencing images or manipulating objects). <p>Pre-Key Stage Standard 4 In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):</p> <ul style="list-style-type: none"> • talk about events in the story and link them to their own experiences • retell some of the story. <p>Speaking and Listening NC Year 1 objectives</p> <ul style="list-style-type: none"> • Asks relevant questions to extend their understanding and knowledge. • Uses relevant strategies to build their vocabulary. • Expresses answers and opinions verbally. • Provides descriptions; expresses feelings; explains simple things; tells a simple narrative. • Uses spoken language to explore ideas, to imagine, to guess or to predict. 	<p>for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <ul style="list-style-type: none"> • Reads accurately by blending sounds in unfamiliar words containing GPCs that have been taught. • Reads common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • Reads words containing taught GPCs and s,es,ing,ed,er and est endings. • Reads other words of more than one syllable that contain taught GPCs. • Read words with contractions [for example, I'm, I'll, well], and understand that the apostrophe represents the omitted letter(s). • Reads 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-reads these books to build up their fluency and confidence in word reading. • Listens to and discusses a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. • Begins to link what they read or hear read to their own experiences. • Is becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. • Recognises and joins in with predictable phrases. • Is learning to appreciate rhymes and poems, and to recite some by heart. 	<ul style="list-style-type: none"> • spell words (with known graphemes) by identifying the phonemes and representing the phonemes with graphemes (e.g. in, cat, pot). <p>Pre-Key Stage Standard 4 Composition The pupil can:</p> <ul style="list-style-type: none"> • make up their own sentences and say them aloud, after discussion with the teacher • write down one of the sentences that they have rehearsed. <p>Transcription The pupil can:</p> <ul style="list-style-type: none"> • form most lower-case letters correctly • identify or write the 40+ graphemes in Standard 4 of English language comprehension and reading on hearing the corresponding phonemes • spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash) • spell a few common exception words (e.g. I, the, he, said, of). <p>NC Year 1 objectives</p> <ul style="list-style-type: none"> • Says out loud what they are going to write about. • Composes a sentence orally before writing it. • Sequences sentences to form short narratives. • Re-reads what they have written to check that it makes sense. • Discusses what they have written with the teacher or other pupils. • Reads aloud their writing clearly enough to be heard by their peers and the teacher. • Shows understanding of regular plural noun suffixes -s and -es (e.g. dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun. • Shows understanding of suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) • Shows understanding of how the prefix un changes the meaning of verbs and adjectives (negation, for example, unkind, or undoing: untie the boat) • Understands how words can combine to make sentences. • Joins words and clauses using "and." • Sequences sentences to form short narratives.
<p>Term 3</p> <p>Fiction: Character and Setting Retelling through role play Story Sequencing Story Boards</p> <p>Non-fiction: Recounts</p> <p>Possible Texts:</p>			

<p>The runaway wok by Ying Chang Compestine (new year) Penguins Make Bad Pirates Pirates Love Underpants by Claire Freedman and Ben Cort. The pirates next door by Jonny Duddle.</p> <p>Phonics See Read Write Inc Programme of Study</p> <p>Handwriting Pre-cursive and cursive Script</p>	<ul style="list-style-type: none"> • Grows in confidence to speak audibly and fluently; begins to use Standard English. • Joins in discussions, presentations and performances; engages in role play. • Gains the interest of the listener. • Listens and responds appropriately to adults and their peers. • Maintains attention for short periods of time; joins in conversations; asks and answers questions. • Begins to know that different people have different ideas; is able to listen to these and makes a contribution. • Begins to be aware that people use different kinds of speech in different circumstances 	<ul style="list-style-type: none"> • Draws on what they already know or on background information and vocabulary provided by the teacher. • Checks that the text makes sense to them as they read and corrects inaccurate reading. • Discusses the significance of the title and events. • Makes inferences on the basis of what is being said and done. • Predicts what might happen on the basis of what has been read so far. • Participates in discussion about what is read to them. • Understands the need to take turns. • Listens to what others say. • Explains clearly their understanding of what is read to them. 	<ul style="list-style-type: none"> • Separates words with spaces. • Shows some awareness of capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Uses capital letters for names and for the personal pronoun. • Spells words containing each of the 40+ phonemes already taught. • Spells common exception words. • Spells the days of the week. • Names the letters of the alphabet in order. • Uses letter names to distinguish between alternative spellings of the same sound. • Uses the spelling rule for adding s/es as the plural marker for nouns and the third person singular marker for verbs. • Uses the prefix un • Uses ing,ed,er and est where no change is needed in the spelling of root words (eg, helping, helped, helper, eating, quicker, quickest). • Applies simple spelling rules and guidance, as listed in English appendix 1. • Writes from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. • Understands that words are divided into 'beats' or syllables. • Distinguishes between homophones and near-homophones. • Sits correctly at a table, holding a pencil comfortably and correctly. • Begins to form lower-case letters in the correct direction, starting and finishing in the right place • Forms capital letters. • Form digits 0-9. • Understands which letters belong to which handwriting families (ie letters that are formed in similar ways) and practises these.
<p>Fiction: Character and Setting Retelling through role play Story Sequencing Story Boards</p> <p>Non-Fiction: Letters, invitations and postcards</p> <p>Possible Texts: Unplugged by Steve Antony. The Troll by Julia Donaldson Room on a Broom by Julia Donaldson</p> <p>Phonics</p>			

See Read Write Inc
Programme of Study

Handwriting

Pre-cursive and cursive
Script

Term 5

Poetry:

Shape Poems
Acrostic Poems
Poems on a theme
Rhyming poems
Performance Poems

Possible Texts:

The queens hat by Steve
Antony (Cultural Capital)
Alligator pie by Dennis
Lee (poem)
The puffin book of
fantastic first poems
edited by June Crebbin
(poems)

Phonics

See Read Write Inc
Programme of Study
(to be completed during
reading session)

Handwriting

Pre-cursive and cursive
Script

Term 6

Fiction:

Character and Setting
Retelling through role play
Story Sequencing
Story Boards

Non-Fiction:

Information Texts

Possible Texts:

This is London by

M.Sasek

Where's spot by Eric Hall

Why a wonderful home

by Louis Armstrong

A ticket around the world

by Natalia Diaz

Phonics

See Read Write Inc

Programme of Study

(to be completed during
reading session)

Handwriting

Pre-cursive and cursive

Script



Subject: English
Year B

English Knowledge and Skills Progressions P1 (Year 1/2)

Programme of Study	National Curriculum Knowledge and Skills		
	Language Comprehension	Reading	Writing
<p>Term 1</p> <p>Fiction: Character and Setting Retelling through role play Story Sequencing Story Boards</p> <p>Non-fiction: Diary Entries</p> <p>Possible Texts: Journey by Aaron Becker The Journey Home by Fran Preston-Gannon Handas Surprise by Eileen Brown</p> <p>Phonics See Read Write Inc Programme of Study (to be completed during reading session)</p> <p>Handwriting Pre-cursive and cursive Script</p>	<p>Pre-Key Stage Standard 1 In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):</p> <ul style="list-style-type: none"> • indicate correctly pictures of characters and objects in response to questions such as 'Where is (the)...?' • show anticipation about what is going to happen (e.g. by turning the page) • join in with some actions or repeat some words, rhymes and phrases when prompted. <p>Pre-Key Stage Standard 2 In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):</p> <ul style="list-style-type: none"> • demonstrate understanding, e.g. by answering questions, such as 'Where is he/she/it?', 'What is this?', 'Who is this?', 'What is he/she doing?' • join in with predictable phrases or refrains. 	<p>Pre-Key Stage Standard 1</p> <p>Pre-Key Stage Standard 2 The pupil can:</p> <ul style="list-style-type: none"> • say a single sound for 10+ graphemes • read words by blending sounds with known graphemes, with help from their teacher <p>Pre-Key Stage Standard 3 The pupil can:</p> <ul style="list-style-type: none"> • say a single sound for 20+ graphemes • read accurately by blending the sounds in words with two and three known graphemes <p>Pre-Key Stage Standard 4 The pupil can:</p> <ul style="list-style-type: none"> • say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes • read accurately by blending the sounds in words with up to five known graphemes • read some common exception words • read aloud books that are consistent with their phonic knowledge, without guessing words from pictures or the context of the sentence. <p>NC Year 1 objectives</p> <ul style="list-style-type: none"> • Applies phonic knowledge and skills as the route to decode words. 	<p>Pre-Key Stage Standard 1</p> <p>Composition The pupil can:</p> <ul style="list-style-type: none"> • say an appropriate word to complete a sentence when the adult pauses (e.g. 'We're going to the...zoo/park/shop/beach'). <p>Transcription The pupil can:</p> <ul style="list-style-type: none"> • draw lines or shapes on a small or a large scale (e.g. on paper, or in the air, or sand). <p>Pre-Key Stage Standard 2</p> <p>Composition The pupil can:</p> <ul style="list-style-type: none"> • say a clause to complete a sentence that is said aloud (e.g. 'When we went to the beach today,...we ate ice cream / I played in the sand / it was hot'). <p>Transcription The pupil can:</p> <ul style="list-style-type: none"> • form correctly most of the 10+ lower-case letters in Standard 2 of English language comprehension and reading • identify or write these 10+ graphemes on hearing corresponding phonemes. <p>Pre-Key Stage Standard 3</p> <p>Composition The pupil can:</p> <ul style="list-style-type: none"> • make up their own phrases or short sentences to express their thoughts aloud about stories or their experiences • write a caption or short phrase using the graphemes that they already know. <p>Transcription The pupil can:</p> <ul style="list-style-type: none"> • form correctly most of the 20+ lower-case letters in Standard 3 of English language comprehension and reading • identify or write these 20+ graphemes on hearing the corresponding phonemes
<p>Term 2</p> <p>Fiction: Character and Setting</p>	<p>Pre-Key Stage Standard 3</p>		

<p>Retelling through role play Story Sequencing Story Boards</p> <p>Non-fiction Letters/postcards</p> <p>Possible Texts: Good night gorilla by Peggy Rathmann Diary of a wombat by Jackie French Dear zoo by Rod Campbell</p> <p>Phonics See Read Write Inc Programme of Study (to be completed during reading session)</p> <p>Handwriting Pre-cursive and cursive Script</p>	<p>In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):</p> <ul style="list-style-type: none"> • respond to questions that require simple recall • recount a short sequence of events (e.g. by sequencing images or manipulating objects). <p>Pre-Key Stage Standard 4 In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):</p> <ul style="list-style-type: none"> • talk about events in the story and link them to their own experiences • retell some of the story. <p>Speaking and Listening NC Year 1 objectives</p> <ul style="list-style-type: none"> • Asks relevant questions to extend their understanding and knowledge. • Uses relevant strategies to build their vocabulary. • Expresses answers and opinions verbally. • Provides descriptions; expresses feelings; explains simple things; tells a simple narrative. • Uses spoken language to explore ideas, to imagine, to guess or to predict. 	<ul style="list-style-type: none"> • Responds speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. • Reads accurately by blending sounds in unfamiliar words containing GPCs that have been taught. • Reads common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • Reads words containing taught GPCs and s, es, ing, ed, er and est endings. • Reads 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). • Reads 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-reads these books to build up their fluency and confidence in word reading. • Listens to and discusses a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. • Begins to link what they read or hear read to their own experiences. • Is becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. • Recognises and joins in with predictable phrases. • Is learning to appreciate rhymes and poems, and to recite some by heart. 	<ul style="list-style-type: none"> • spell words (with known graphemes) by identifying the phonemes and representing the phonemes with graphemes (e.g. in, cat, pot). <p>Pre-Key Stage Standard 4 Composition The pupil can:</p> <ul style="list-style-type: none"> • make up their own sentences and say them aloud, after discussion with the teacher • write down one of the sentences that they have rehearsed. <p>Transcription The pupil can:</p> <ul style="list-style-type: none"> • form most lower-case letters correctly • identify or write the 40+ graphemes in Standard 4 of English language comprehension and reading on hearing the corresponding phonemes • spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash) • spell a few common exception words (e.g. I, the, he, said, of). <p>NC Year 1 objectives</p> <ul style="list-style-type: none"> • Says out loud what they are going to write about. • Composes a sentence orally before writing it. • Sequences sentences to form short narratives. • Re-reads what they have written to check that it makes sense. • Discusses what they have written with the teacher or other pupils. • Reads aloud their writing clearly enough to be heard by their peers and the teacher. • Shows understanding of regular plural noun suffixes: s or es (e.g. dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun. • Shows understanding of suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) • Shows understanding of how the prefix un changes the meaning of verbs and adjectives (negation, for example, unkind, or undoing: untie the boat) • Understands how words can combine to make sentences. • Joins words and clauses using "and." • Sequences sentences to form short narratives.
<p>Term 3 Fiction: Character and Setting Retelling through role play Story Sequencing Story Boards</p> <p>Non-Fiction: Recounts</p> <p>Possible Texts:</p>			

<p>There's a Snake in My School by David Walliams. The Smeds and the Smoos by Julia Donaldson and Axel Scheffler Giraffes Can't Dance by Giles Andreae and Guy Parker-Rees</p> <p>Phonics See Read Write Inc Programme of Study (to be completed during reading session)</p> <p>Handwriting Pre-cursive and cursive Script</p>	<ul style="list-style-type: none"> • Grows in confidence to speak audibly and fluently; begins to use Standard English. • Joins in discussions, presentations and performances; engages in role play. • Gains the interest of the listener. • Listens and responds appropriately to adults and their peers. • Maintains attention for short periods of time; joins in conversations; asks and answers questions. • Begins to know that different people have different ideas; is able to listen to these and makes a contribution. • Begins to be aware that people use different kinds of speech in different circumstances 	<ul style="list-style-type: none"> • Draws on what they already know or on background information and vocabulary provided by the teacher. • Checks that the text makes sense to them as they read and corrects inaccurate reading. • Discusses the significance of the title and events. • Makes inferences on the basis of what is being said and done. • Predicts what might happen on the basis of what has been read so far. • Participates in discussion about what is read to them. • Understands the need to take turns. • Listens to what others say. • Explains clearly their understanding of what is read to them. 	<ul style="list-style-type: none"> • Separates words with spaces. • Shows some awareness of capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Uses capital letters for names and for the personal pronoun. • Spells words containing each of the 40+ phonemes already taught. • Spells common exception words. • Spells the days of the week. • Names the letters of the alphabet in order. • Uses letter names to distinguish between alternative spellings of the same sound. • Uses the spelling rule for adding s or es as the plural marker for nouns and the third person singular marker for verbs. • Uses the prefix un • Uses ing, ed, er and est where no change is needed in the spelling of root words (eg, helping, helped, helper, eating, quicker, quickest). • Applies simple spelling rules and guidance, as listed in English appendix 1. • Writes from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. • Understands that words are divided into 'beats' or syllables. • Distinguishes between homophones and near-homophones. • Sits correctly at a table, holding a pencil comfortably and correctly. • Begins to form lower-case letters in the correct direction, starting and finishing in the right place • Forms capital letters. • Form digits 0-9. • Understands which letters belong to which handwriting families (ie letters that are formed in similar ways) and practises these.
<p>Term 4 Fiction The Slightly Annoying Elephant by David Walliams. The Koala Who Could by Rachel Bright and Jim Field The Witches Cat and the Cooking Catastrophe by Kirstie Watson.</p> <p>Non-fiction: Instructions</p> <p>Possible Texts:</p>	<p>NC Year 2 objectives</p> <ul style="list-style-type: none"> • Asks relevant questions to extend their understanding and knowledge. • Uses relevant strategies to build their vocabulary. • Expresses answers and opinions, beginning to be able to justify their response in a simple way; begins to understand different points of view. 	<p>NC Year 2 objectives</p> <ul style="list-style-type: none"> • Continues to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. • Reads accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. • Reads accurately words of two or more syllables that contain the same graphemes as above • Reads words containing common suffixes. • Reads further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • Reads most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. • Reads aloud books closely matched to their improving phonic knowledge, 	<p>NC Year 2 objectives</p> <ul style="list-style-type: none"> • Plans or says out loud what they are going to write about. • Writes down ideas and/or key words, including new vocabulary. • Encapsulates what they want to say, sentence by sentence. • Writes narratives about personal experiences and those of others (real and fictional). • Writes about real events. • Writes poetry. • Develops positive attitudes towards, and stamina for, writing, by writing for different purposes. • Makes simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.

<p>The Slightly Annoying Elephant by David Walliams. The Koala Who Could by Rachel Bright and Jim Field The Witches Cat and the Cooking Catastrophe by Kirstie Watson</p> <p>Phonics See Read Write Inc Programme of Study</p> <p>Handwriting Pre-cursive and cursive Script</p>	<ul style="list-style-type: none"> • Provides appropriate descriptions; communicates feelings appropriately; provides a simple explanation; gives a narrative for different purposes. • Uses spoken language to develop understanding through exploring ideas, imagining, making guesses and predictions. • Grows in confidence to speak audibly and fluently; begins to use Standard English. • Joins in discussions, presentations and performances; engages in meaningful role play, being able to improvise. • Gains the interest of the listener, sometimes able to monitor the listeners response. • Listens and responds appropriately to adults and their peers. • Maintains attention for appropriate periods of time; participates actively in conversations; answers questions and initiates some of their own. • Knows that different people have different ideas; be able to listen to these and make a contribution. 	<p>sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <ul style="list-style-type: none"> • Re-reads these books to build up their fluency and confidence in word reading. • Listens to, discusses and expresses views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently. • Discusses the sequence of events in books and how items of information are related. • Is becoming increasingly familiar with, and retelling a wider range of stories, fairy stories and traditional tales. • Is beginning to identify differences in the structure of the non-fiction books that they are introduced to. • Recognises simple recurring literary language in stories and poetry. • Discusses their favourite words and phrases. • Continues to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. • Draws on what they already know or on background information and vocabulary provided by the teacher. • Checks that the text makes sense to them as they read and corrects inaccurate reading. • Makes inferences on the basis of what is being said and done. • Answers and asks questions. • Predicts what might happen on the basis of what has been read so far. • Participates in discussion about books, poems and other works that are read to them and those that they can read for themselves. • Take turns and listens to what others say. 	<ul style="list-style-type: none"> • Re-reads 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-reads to check for errors in spelling, grammar and punctuation. • Reads aloud what they have written with appropriate intonation to make the meaning clear. • Shows understanding of formation of nouns, using suffixes such as: ness, er and by compounding (e.g. whiteboard, superman). • Shows understanding of formation of adjectives using suffixes such as: ful, less. • Some use of the suffixes er, est in adjectives. • Uses suffix: ly to turn adjectives into adverbs. • Uses subordination (using when, if, that, because) and co-ordination (using or, and, but). • Uses expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon). • Shows understanding of the grammatical patterns in a sentence, indicating its function as a statement, question, exclamation or command. • Correct choice and consistent use of present tense and past tense throughout writing. • Uses the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting). • Accurate use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Uses commas to separate items in a list. • Uses apostrophes to mark where letters are missing in spelling. • Uses apostrophes to mark singular possession in nouns (e.g. the girls name). • Spells by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. • Learns new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones. • Learns to spell common exception words. • Learns to spell more words with contracted forms. • Spells by learning the possessive apostrophe (singular). • Adds suffixes to spell longer words including ment, ness, ful, less, ly. • Applies spelling rules and guidance, as listed in English Appendix 1 • Writes from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
<p>Term 5</p> <p>Poetry Shape Poems Acrostic Poems Poems on a theme Rhyming poems Performance Poems</p> <p>Possible Texts: The puffin book of fantastic first poems edited by June Crebbin Poems to perform by Julia Donaldson</p> <p>Phonics See Read Write Inc Programme of Study (to be completed during reading session)</p>			

<p>Handwriting Pre-cursive and cursive Script</p>	<ul style="list-style-type: none"> • Be increasingly aware that people use different kinds of speech in different circumstances. 	<ul style="list-style-type: none"> • Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. 	<ul style="list-style-type: none"> • Forms lower-case letters of the correct size relative to one another. • Starts using some of the diagonal and horizontal strokes needed to join letters and understands which letters, when adjacent to one another, are best left unjoined. • Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. • Uses spacing between words that reflects the size of the letters.
<p>Term 6 Non-fiction Information Texts</p> <p>Possible Texts: Monsters love underpants by Claire Freedman (monster info pack) Dinosaurs love underpants by Claire Freedman (Dino info pack) Creature features by Natasha Durley (animal info pack)</p> <p>Phonics See Read Write Inc Programme of Study (to be completed during reading session)</p> <p>Handwriting Pre-cursive and cursive Script</p>			



Subject: English

English Knowledge and Skills Progressions P2 (Year 3)

Programme of Study	National Curriculum Knowledge and Skills		
	Language Comprehension	Reading	Writing
<p>Term 1</p> <p>Fiction – Visual Literacy:</p> <ul style="list-style-type: none"> To understand character description To understand setting description To use role play to retell stories To identify nouns To identify and use noun phrases To understand the function of adjectives To identify and use a range of punctuation <p>Non-Fiction – Instructions</p> <ul style="list-style-type: none"> To identify features of instruction texts To use instruction texts To learn how to write instruction texts. To identify and use imperative verbs <p>Possible Texts: The Squirrels who Squabbled The Tiger Who Came to Tea Salty Dogs by Matty Long Mr Majeika by Humphrey Carpenter</p> <p>Phonics See Read Write Inc Programme of Study (to be completed during reading session)</p> <p>Handwriting</p>	<p>Pre-Key Stage Standard 1 In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):</p> <ul style="list-style-type: none"> indicate correctly pictures of characters and objects in response to questions such as 'Where is (the)...?' show anticipation about what is going to happen (e.g. by turning the page) join in with some actions or repeat some words, rhymes and phrases when prompted. <p>Pre-Key Stage Standard 2 In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):</p> <ul style="list-style-type: none"> demonstrate understanding, e.g. by answering questions, such as 'Where is he/she/it?', 'What is this?', 'Who is this?', 'What is he/she doing?' join in with predictable phrases or refrains. <p>Pre-Key Stage Standard 3 In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):</p> <ul style="list-style-type: none"> respond to questions that require simple recall 	<p>Pre-Key Stage Standard 1</p> <p>Pre-Key Stage Standard 2 The pupil can:</p> <ul style="list-style-type: none"> say a single sound for 10+ graphemes read words by blending sounds with known graphemes, with help from their teacher <p>Pre-Key Stage Standard 3 The pupil can:</p> <ul style="list-style-type: none"> say a single sound for 20+ graphemes read accurately by blending the sounds in words with two and three known graphemes <p>Pre-Key Stage Standard 4 The pupil can:</p> <ul style="list-style-type: none"> say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes read accurately by blending the sounds in words with up to five known graphemes read some common exception words read aloud books that are consistent with their phonic knowledge, without guessing words from pictures or the context of the sentence. <p>NC Year 1 objectives</p>	<p>Pre-Key Stage Standard 1</p> <p>Composition The pupil can:</p> <ul style="list-style-type: none"> say an appropriate word to complete a sentence when the adult pauses (e.g. 'We're going to the...zoo/park/shop/beach'). <p>Transcription The pupil can:</p> <ul style="list-style-type: none"> draw lines or shapes on a small or a large scale (e.g. on paper, or in the air, or sand). <p>Pre-Key Stage Standard 2</p> <p>Composition The pupil can:</p> <ul style="list-style-type: none"> say a clause to complete a sentence that is said aloud (e.g. 'When we went to the beach today,...we ate ice cream / I played in the sand / it was hot'). <p>Transcription The pupil can:</p> <ul style="list-style-type: none"> form correctly most of the 10+ lower-case letters in Standard 2 of English language comprehension and reading identify or write these 10+ graphemes on hearing corresponding phonemes. <p>Pre-Key Stage Standard 3</p> <p>Composition The pupil can:</p> <ul style="list-style-type: none"> make up their own phrases or short sentences to express their thoughts aloud about stories or their experiences write a caption or short phrase using the graphemes that they already know. <p>Transcription The pupil can:</p> <ul style="list-style-type: none"> form correctly most of the 20+ lower-case letters in Standard 3 of English language comprehension and reading

<p>Pre-cursive and cursive Script</p>	<ul style="list-style-type: none"> recount a short sequence of events (e.g. by sequencing images or manipulating objects). 	<ul style="list-style-type: none"> Applies phonic knowledge and skills as the route to decode words. 	<ul style="list-style-type: none"> identify or write these 20+ graphemes on hearing the corresponding phonemes
<p>Term 2 Fiction – Visual Literacy and Playscripts</p> <ul style="list-style-type: none"> To understand the features of a playscript To understand the function of adverbs To understand how to create dialogue To understand the function of adding the suffix 'ing' to verbs to help create stage directions <p>Non-Fiction – Letters, postcards, invitations</p> <ul style="list-style-type: none"> To understand the function of adding the suffix 'ing' to verbs to help create stage directions To identify features of informal letters. To learn how to write letters, postcards and invitations. <p>Possible Texts: Fungus the Bogeyman by Raymond Briggs The Adventures of Captain Underpants by Dav Pilkey A range of Traditional Tales playscripts – Jack and the Beanstalk, Little Red Riding Hood, The Three Little Pigs, Goldilocks and the Three Bears.</p> <p>Phonics See Read Write Inc Programme of Study (to be completed during reading session)</p>	<p>Pre-Key Stage Standard 4 In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):</p> <ul style="list-style-type: none"> talk about events in the story and link them to their own experiences retell some of the story. <p>Speaking and Listening NC Year 1 objectives</p> <ul style="list-style-type: none"> Asks relevant questions to extend their understanding and knowledge. Uses relevant strategies to build their vocabulary. Expresses answers and opinions verbally. Provides descriptions; expresses feelings; explains simple things; tells a simple narrative. Uses spoken language to explore ideas, to imagine, to guess or to predict. Grows in confidence to speak audibly and fluently; begins to use Standard English. Joins in discussions, presentations and performances; engages in role play. Gains the interest of the listener. Listens and responds appropriately to adults and their peers. 	<ul style="list-style-type: none"> Responds speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. Reads accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Reads common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Reads words containing taught GPCs and s, es, ing, ed, er and est endings. Reads 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). Reads 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-reads these books to build up their fluency and confidence in word reading. Listens to and discusses a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. Begins to link what they read or hear read to their own experiences. Is becoming very familiar with key stories, fairy stories and traditional 	<ul style="list-style-type: none"> spell words (with known graphemes) by identifying the phonemes and representing the phonemes with graphemes (e.g. in, cat, pot). <p>Pre-Key Stage Standard 4 Composition The pupil can:</p> <ul style="list-style-type: none"> make up their own sentences and say them aloud, after discussion with the teacher write down one of the sentences that they have rehearsed. <p>Transcription The pupil can:</p> <ul style="list-style-type: none"> form most lower-case letters correctly identify or write the 40+ graphemes in Standard 4 of English language comprehension and reading on hearing the corresponding phonemes spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash) spell a few common exception words (e.g. I, the, he, said, of). <p>NC Year 1 objectives</p> <ul style="list-style-type: none"> Says out loud what they are going to write about. Composes a sentence orally before writing it. Sequences sentences to form short narratives. Re-reads what they have written to check that it makes sense. Discusses what they have written with the teacher or other pupils. Reads aloud their writing clearly enough to be heard by their peers and the teacher. Shows understanding of regular plural noun suffixes: s or es (e.g. dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun. Shows understanding of suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)

<p>Handwriting Pre-cursive and cursive Script</p>	<ul style="list-style-type: none"> Maintains attention for short periods of time; joins in conversations; asks and answers questions. 	<p>tales, retelling them and considering their particular characteristics.</p>	<ul style="list-style-type: none"> Shows understanding of how the prefix un changes the meaning of verbs and adjectives (negation, for example, unkind, or undoing: untie the boat)
<p>Term 3 Fiction – Science Fiction/ Fantasy</p> <ul style="list-style-type: none"> To learn how to describe characters and setting To create own characters To make predictions in a text To learn how to use adverbs and adverbial phrases To understand the use of the determiners 'a' and 'an' To identify conjunctions <p>Non-fiction – Diary Entry</p> <ul style="list-style-type: none"> To identify features of diary texts To understand how to write in first person. To learn how to write a diary entry. <p>Possible Texts: Don't Look in this Book by Samuel Langley-Swain The Day The Crayons Quit by Drew Daywalt Tuesday by David Wiesner A Royal Lullabyhullabaloo by Mick Inkpen The Enchanted Wood by Enid Blyton</p> <p>Phonics See Read Write Inc Programme of Study (to be completed during reading session)</p> <p>Handwriting Pre-cursive and cursive Script</p>	<ul style="list-style-type: none"> Begins to know that different people have different ideas; is able to listen to these and makes a contribution. Begins to be aware that people use different kinds of speech in different circumstances <p>NC Year 2 objectives</p> <ul style="list-style-type: none"> Asks relevant questions to extend their understanding and knowledge. Uses relevant strategies to build their vocabulary. Expresses answers and opinions, beginning to be able to justify their response in a simple way; begins to understand different points of view. Provides appropriate descriptions; communicates feelings appropriately; provides a simple explanation; gives a narrative for different purposes. Uses spoken language to develop understanding through exploring ideas, imagining, making guesses and predictions. Grows in confidence to speak audibly and fluently; begins to use Standard English. Joins in discussions, presentations and performances; engages in 	<ul style="list-style-type: none"> Recognises and joins in with predictable phrases. Is learning to appreciate rhymes and poems, and to recite some by heart. Draws on what they already know or on background information and vocabulary provided by the teacher. Checks that the text makes sense to them as they read and corrects inaccurate reading. Discusses the significance of the title and events. Makes inferences on the basis of what is being said and done. Predicts what might happen on the basis of what has been read so far. Participates in discussion about what is read to them. Understands the need to take turns. Listens to what others say. Explains clearly their understanding of what is read to them. <p>NC Year 2 objectives</p> <ul style="list-style-type: none"> Continues to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. Reads accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. Reads accurately words of two or more syllables that contain the same graphemes as above 	<ul style="list-style-type: none"> Understands how words can combine to make sentences. Joins words and clauses using "and." Sequences sentences to form short narratives. Separates words with spaces. Shows some awareness of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Uses capital letters for names and for the personal pronoun. Spells words containing each of the 40+ phonemes already taught. Spells common exception words. Spells the days of the week. Names the letters of the alphabet in order. Uses letter names to distinguish between alternative spellings of the same sound. Uses the spelling rule for adding s or es as the plural marker for nouns and the third person singular marker for verbs. Uses the prefix un Uses ing, ed, er and est where no change is needed in the spelling of root words (eg, helping, helped, helper, eating, quicker, quickest). Applies simple spelling rules and guidance, as listed in English appendix 1. Writes from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. Understands that words are divided into 'beats' or syllables. Distinguishes between homophones and near-homophones. Sits correctly at a table, holding a pencil comfortably and correctly. Begins to form lower-case letters in the correct direction, starting and finishing in the right place Forms capital letters. Form digits 0-9. Understands which letters belong to which handwriting families (ie letters that are formed in similar ways) and practises these.

<p>Term 4</p> <p>Fiction – Poetry</p> <ul style="list-style-type: none"> To identify alliteration, rhyme, rhythm, repetition, onomatopoeia in poetry To learn about Imagery within poetry To recognise a range of tongue twisters, riddles, nonsense poems, performance poems To learn how to write some poetry <p>Possible Texts: Poems to Perform by Julia Donaldson The Puffin Book of Fantastic First Poems 100 Best Poems for Children by Roger McGough</p> <p>Phonics See Read Write Inc Programme of Study (to be completed during reading session)</p> <p>Handwriting Pre-cursive and cursive Script</p>	<p>meaningful role play, being able to improvise.</p> <ul style="list-style-type: none"> Gains the interest of the listener, sometimes able to monitor the listeners response. Listens and responds appropriately to adults and their peers. Maintains attention for appropriate periods of time; participates actively in conversations; answers questions and initiates some of their own. Knows that different people have different ideas; be able to listen to these and make a contribution. Be increasingly aware that people use different kinds of speech in different circumstances. 	<ul style="list-style-type: none"> Reads words containing common suffixes. Reads further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Reads most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. Reads aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. Re-reads these books to build up their fluency and confidence in word reading. Listens to, discusses and expresses views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently. Discusses the sequence of events in books and how items of information are related. Is becoming increasingly familiar with, and retelling a wider range of stories, fairy stories and traditional tales. Is beginning to identify differences in the structure of the non-fiction books that they are introduced to. Recognises simple recurring literary language in stories and poetry. Discusses their favourite words and phrases. Continues to build up a repertoire of poems learnt by heart, appreciating these and reciting 	<p>NC Year 2 objectives</p> <ul style="list-style-type: none"> Plans or says out loud what they are going to write about. Writes down ideas and/or key words, including new vocabulary. Encapsulates what they want to say, sentence by sentence. Writes narratives about personal experiences and those of others (real and fictional). Writes about real events. Writes poetry. Develops positive attitudes towards, and stamina for, writing, by writing for different purposes. Makes simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. Re-reads 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-reads to check for errors in spelling, grammar and punctuation. Reads aloud what they have written with appropriate intonation to make the meaning clear. Shows understanding of formation of nouns, using suffixes such as: ness, er and by compounding (e.g. whiteboard, superman). Shows understanding of formation of adjectives using suffixes such as: ful, less. Some use of the suffixes er, est in adjectives. Uses suffix: ly to turn adjectives into adverbs. Uses subordination (using when, if, that, because) and co-ordination (using or, and, but). Uses expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon). Shows understanding of the grammatical patterns in a sentence, indicating its function as a statement, question, exclamation or command. Correct choice and consistent use of present tense and past tense throughout writing. Uses the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting).
<p>Term 5</p> <p>Fiction – Traditional Stories and Fairy Tales</p> <ul style="list-style-type: none"> To recognise features of traditional stories and fairy tales. To learn how to sequence known stories Use role play to retell stories To learn how to write own versions of a fairy tale 			

<ul style="list-style-type: none"> • To learn how to use adverbs correctly • To learn how to use verb tenses in their sentences • To recognise adverbs and word families <p>Non-fiction – Posters and Leaflets</p> <ul style="list-style-type: none"> • To identify features of posters and leaflets • To learn how to create information posters and leaflets. <p>Possible Texts: Inside the Villains by Clotilde Perrin Mr Wolf’s Pancakes by Jan Fearnley Little Red Riding Hood The Three Little Pigs Jack and the Bean Stalk</p> <p>Phonics See Read Write Inc Programme of Study (to be completed during reading session)</p> <p>Handwriting Pre-cursive and cursive Script</p>		<p>some, with appropriate intonation to make the meaning clear.</p> <ul style="list-style-type: none"> • Draws on what they already know or on background information and vocabulary provided by the teacher. • Checks that the text makes sense to them as they read and corrects inaccurate reading. • Makes inferences on the basis of what is being said and done. • Answers and asks questions. • Predicts what might happen on the basis of what has been read so far. • Participates in discussion about books, poems and other works that are read to them and those that they can read for themselves. • Take turns and listens 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. 	<ul style="list-style-type: none"> • Accurate use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Uses commas to separate items in a list. • Uses apostrophes to mark where letters are missing in spelling. • Uses apostrophes to mark singular possession in nouns (e.g. the girls name). • Spells by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. • Learns new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones. • Learns to spell common exception words. • Learns to spell more words with contracted forms. • Spells by learning the possessive apostrophe (singular). • Adds suffixes to spell longer words including ment, ness, ful ,less, ly. • Applies spelling rules and guidance, as listed in English Appendix 1 • Writes from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. • Forms lower-case letters of the correct size relative to one another. • Starts using some of the diagonal and horizontal strokes needed to join letters and understands which letters, when adjacent to one another, are best left unjoined. • Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. • Uses spacing between words that reflects the size of the letters.
<p>Term 6</p> <p>Fiction – Stories with familiar settings</p> <ul style="list-style-type: none"> • To learn how to describe and create settings. • To learn how to write similes • To recognise a range of prepositions • To recognise similes <p>Non-Fiction - Information Texts</p>			

- To understand the difference between real and make-believe.
- To identify the difference between a fact and an opinion.
- To use facts to describe people, places, animals and objects.
- To identify and explore the structure of information reports.
- To identify and explore the language features of informative texts.
- To understand how descriptive and comparative language is used in informative texts.
- To jointly construct a simple information report about an animal.

Possible Texts:

On the Way Home by Jill Murphy
Once Upon an Ordinary School Day by Leon McNaughton.
Grandpa Chatterji by Jamila Gavin
A range of information texts on animals.

Phonics

See Read Write Inc Programme of Study
(to be completed during reading session)

Handwriting

Pre-cursive and cursive Script



Subject: English

English Knowledge and Skills Progressions P3 (Year 4)

Programme of Study	National Curriculum Knowledge and Skills		
	Language Comprehension	Reading	Writing
<p>Term 1</p> <p>Fiction – Visual literacy</p> <ul style="list-style-type: none"> To learn about and recognise the themes of relationships, suspicion and trust. To learn how to plan and write a new chapter for stories read. To learn about how information texts are presented. To learn how to plan, create and present their own information texts. <p>Non-fiction – Instructions</p> <ul style="list-style-type: none"> To understand and explain instructions. To create instruction for a given purpose. <p>Possible texts - I can only draw worms - Will Mabbitt Not Now Bernard - David McKee The Dark - Lemony Snicket Mr Majeika - Humphrey Carpenter Hansel and Gretal</p> <p>Phonics See Read Write Inc Programme of Study</p>	<p>Pre-Key Stage Standard 2 In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):</p> <ul style="list-style-type: none"> demonstrate understanding, e.g. by answering questions, such as 'Where is he/she/it?', 'What is this?', 'Who is this?', 'What is he/she doing?' join in with predictable phrases or refrains. <p>Pre-Key Stage Standard 3 In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):</p> <ul style="list-style-type: none"> respond to questions that require simple recall recount a short sequence of events (e.g. by sequencing images or manipulating objects). <p>Pre-Key Stage Standard 4 In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):</p> <ul style="list-style-type: none"> talk about events in the story and link them to their own experiences retell some of the story. <p>Speaking and Listening</p>	<p>Pre-Key Stage Standard 2 The pupil can:</p> <ul style="list-style-type: none"> say a single sound for 10+ graphemes read words by blending sounds with known graphemes, with help from their teacher <p>Pre-Key Stage Standard 3 The pupil can:</p> <ul style="list-style-type: none"> say a single sound for 20+ graphemes read accurately by blending the sounds in words with two and three known graphemes <p>Pre-Key Stage Standard 4 The pupil can:</p> <ul style="list-style-type: none"> say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes read accurately by blending the sounds in words with up to five known graphemes read some common exception words read aloud books that are consistent with their phonic knowledge, without guessing words from pictures or the context of the sentence. <p>NC Year 1 objectives</p> <ul style="list-style-type: none"> Applies phonic knowledge and skills as the route to decode words. 	<p>Pre-Key Stage Standard 2 Composition The pupil can:</p> <ul style="list-style-type: none"> say a clause to complete a sentence that is said aloud (e.g. 'When we went to the beach today,...we ate ice cream / I played in the sand / it was hot'). <p>Transcription The pupil can:</p> <ul style="list-style-type: none"> form correctly most of the 10+ lower-case letters in Standard 2 of English language comprehension and reading identify or write these 10+ graphemes on hearing corresponding phonemes. <p>Pre-Key Stage Standard 3 Composition The pupil can:</p> <ul style="list-style-type: none"> make up their own phrases or short sentences to express their thoughts aloud about stories or their experiences write a caption or short phrase using the graphemes that they already know. <p>Transcription The pupil can:</p> <ul style="list-style-type: none"> form correctly most of the 20+ lower-case letters in Standard 3 of English language comprehension and reading identify or write these 20+ graphemes on hearing the corresponding phonemes spell words (with known graphemes) by identifying the phonemes and representing the phonemes with graphemes (e.g. in, cat, pot). <p>Pre-Key Stage Standard 4 Composition</p>

<p>(To be completed during reading session)</p> <p>Handwriting Pre-cursive and cursive script</p>	<p>NC Year 1 objectives</p> <ul style="list-style-type: none"> Asks relevant questions to extend their understanding and knowledge. Uses relevant strategies to build their vocabulary. Expresses answers and opinions verbally. Provides descriptions; expresses feelings; explains simple things; tells a simple narrative. Uses spoken language to explore ideas, to imagine, to guess or to predict. Grows in confidence to speak audibly and fluently; begins to use Standard English. Joins in discussions, presentations and performances; engages in role play. Gains the interest of the listener. Listens and responds appropriately to adults and their peers. Maintains attention for short periods of time; joins in conversations; asks and answers questions. Begins to know that different people have different ideas; is able to listen to these and makes a contribution. Begins to be aware that people use different kinds of speech in different circumstances 	<ul style="list-style-type: none"> Responds speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. Reads accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Reads common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Reads words containing taught GPCs and s, es, ing, ed, er and est endings. Reads 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). Reads 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-reads these books to build up their fluency and confidence in word reading. Listens to and discusses a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. Begins to link what they read or hear read to their own experiences. Is becoming very familiar with key stories, fairy stories and traditional tales, retelling them and 	<p>The pupil can:</p> <ul style="list-style-type: none"> make up their own sentences and say them aloud, after discussion with the teacher write down one of the sentences that they have rehearsed. <p>Transcription The pupil can:</p> <ul style="list-style-type: none"> form most lower-case letters correctly identify or write the 40+ graphemes in Standard 4 of English language comprehension and reading on hearing the corresponding phonemes spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash) spell a few common exception words (e.g. I, the, he, said, of).
<p>Term 2</p> <p>Fiction – Poetry</p> <ul style="list-style-type: none"> To explore themes within poetry To learn about the different forms of poetry, e.g. haiku, couplets and free verse To learn how to use language and form to create their own poem. To explore recounts and journalistic texts To recognise the main features of recounts To learn how to write their own newspaper report. To learn some lines of poetry by heart to recite in a performance. <p>Non-fiction – Journalistic recounts</p> <ul style="list-style-type: none"> To explore the effects of poetic techniques, such as repetition, personification and simile. To learn how to write in paragraphs To recognise new / unfamiliar words in text To learn how to proofread their own writing <p>Possible texts -</p> <p>Silver - Walter de la Mare Revoltin' Rhymes - Roald Dahl Michael Rosen's book of very silly poems</p>	<p>NC Year 2 objectives</p>	<ul style="list-style-type: none"> Reads words with contractions [for example: I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s). Reads 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-reads these books to build up their fluency and confidence in word reading. Listens to and discusses a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. Begins to link what they read or hear read to their own experiences. Is becoming very familiar with key stories, fairy stories and traditional tales, retelling them and 	<p>NC Year 1 objectives</p> <ul style="list-style-type: none"> Says out loud what they are going to write about. Composes a sentence orally before writing it. Sequences sentences to form short narratives. Re-reads what they have written to check that it makes sense. Discusses what they have written with the teacher or other pupils. Reads aloud their writing clearly enough to be heard by their peers and the teacher. Shows understanding of regular plural noun suffixes: s or es (e.g. dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun. Shows understanding of suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) Shows understanding of how the prefix un changes the meaning of verbs and adjectives (negation, for example, unkind, or undoing: untie the boat) Understands how words can combine to make sentences. Joins words and clauses using "and." Sequences sentences to form short narratives. Separates words with spaces.

<p>Let's Celebrate! Festival poems from around the world Debjani Chatterjee & Brian D'Arcy</p> <p>Phonics See Read Write Inc Programme of Study (to be completed during reading session)</p> <p>Handwriting Pre-cursive and cursive script</p>	<ul style="list-style-type: none"> Asks relevant questions to extend their understanding and knowledge. Uses relevant strategies to build their vocabulary. Expresses answers and opinions, beginning to be able to justify their response in a simple way; begins to understand different points of view. Provides appropriate descriptions; communicates feelings appropriately; provides a simple explanation; gives a narrative for different purposes. Uses spoken language to develop understanding through exploring ideas, imagining, making guesses and predictions. Grows in confidence to speak audibly and fluently; begins to use Standard English. Joins in discussions, presentations and performances; engages in meaningful role play, being able to improvise. Gains the interest of the listener, sometimes able to monitor the listeners response. Listens and responds appropriately to adults and their peers. Maintains attention for appropriate periods of time; participates actively in conversations; answers 	<p>considering their particular characteristics.</p> <ul style="list-style-type: none"> Recognises and joins in with predictable phrases. Is learning to appreciate rhymes and poems, and to recite some by heart. Draws on what they already know or on background information and vocabulary provided by the teacher. Checks that the text makes sense to them as they read and corrects inaccurate reading. Discusses the significance of the title and events. Makes inferences on the basis of what is being said and done. Predicts what might happen on the basis of what has been read so far. Participates in discussion about what is read to them. Understands the need to take turns. Listens to what others say. Explains clearly their understanding of what is read to them. 	<ul style="list-style-type: none"> Shows some awareness of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Uses capital letters for names and for the personal pronoun. Spells words containing each of the 40+ phonemes already taught. Spells common exception words. Spells the days of the week. Names the letters of the alphabet in order. Uses letter names to distinguish between alternative spellings of the same sound. Uses the spelling rule for adding s or es as the plural marker for nouns and the third person singular marker for verbs. Uses the prefix un Uses ing, ed, er and est where no change is needed in the spelling of root words (eg, helping, helped, helper, eating, quicker, quickest). Applies simple spelling rules and guidance, as listed in English appendix 1. Writes from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. Understands that words are divided into 'beats' or syllables. Distinguishes between homophones and near-homophones. Sits correctly at a table, holding a pencil comfortably and correctly. Begins to form lower-case letters in the correct direction, starting and finishing in the right place Forms capital letters. Form digits 0-9. Understands which letters belong to which handwriting families (ie letters that are formed in similar ways) and practises these.
<p>Term 3 Fiction – Narrative Verse</p> <ul style="list-style-type: none"> To learn about stories in rhyming narrative verse To learn how drama and discussion can be used to look at serious issues <p>Non-fiction – Explanation Texts</p> <ul style="list-style-type: none"> To explore the language and organisational features of explanation texts To know how to write their own explanation text To know how to use adverbs in own writing To know how to use adverbial phrases in own writing To know how to use a range of synonyms in their own writing To recognise adverbs To recognise adverbial phrases To recognise a range of synonyms <p>Possible texts The Cat In The Hat - Dr Seuss</p>	<ul style="list-style-type: none"> Uses spoken language to develop understanding through exploring ideas, imagining, making guesses and predictions. Grows in confidence to speak audibly and fluently; begins to use Standard English. Joins in discussions, presentations and performances; engages in meaningful role play, being able to improvise. Gains the interest of the listener, sometimes able to monitor the listeners response. Listens and responds appropriately to adults and their peers. Maintains attention for appropriate periods of time; participates actively in conversations; answers 	<p>NC Year 2 objectives</p> <ul style="list-style-type: none"> Continues to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. Reads accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. Reads accurately words of two or more syllables that contain the same graphemes as above Reads words containing common suffixes. 	<p>NC Year 2 objectives</p> <ul style="list-style-type: none"> Plans or says out loud what they are going to write about. Writes down ideas and/or key words, including new vocabulary. Encapsulates what they want to say, sentence by sentence.

<p>The Magic Finger - Roald Dahl The Owl who was afraid of the dark - Jill Tomlinson The Lorax - Dr Seuss Where we are - Oliver Jeffers</p> <p>Phonics See Read Write Inc Programme of Study (to be completed during reading session)</p> <p>Handwriting Pre-cursive and cursive script</p>	<p>questions and initiates some of their own.</p> <ul style="list-style-type: none"> • Knows that different people have different ideas; be able to listen to these and make a contribution. • Be increasingly aware that people use different kinds of speech in different circumstances. 	<ul style="list-style-type: none"> • Reads further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • Reads most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. • Reads aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. • Re-reads these books to build up their fluency and confidence in word reading. • Listens to, discusses and expresses views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently. • Discusses the sequence of events in books and how items of information are related. • Is becoming increasingly familiar with, and retelling a wider range of stories, fairy stories and traditional tales. • Is beginning to identify differences in the structure of the non-fiction books that they are introduced to. • Recognises simple recurring literary language in stories and poetry. • Discusses their favourite words and phrases. • Continues to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> • Writes narratives about personal experiences and those of others (real and fictional). • Writes about real events. • Writes poetry. • Develops positive attitudes towards, and stamina for, writing, by writing for different purposes. • Makes simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. • Re-reads 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-reads to check for errors in spelling, grammar and punctuation. • Reads aloud what they have written with appropriate intonation to make the meaning clear. • Shows understanding of formation of nouns, using suffixes such as: -ness, -er and by compounding (e.g. whiteboard, superman). • Shows understanding of formation of adjectives using suffixes such as: -ful, -less. • Some use of the suffixes -er, -est in adjectives. • Uses suffix: -ly to turn adjectives into adverbs. • Uses subordination (using when, if, that, because) and co-ordination (using or, and, but). • Uses expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon). • Shows understanding of the grammatical patterns in a sentence, indicating its function as a statement, question, exclamation or command. • Correct choice and consistent use of present tense and past tense throughout writing. • Uses the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting). • Accurate use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Uses commas to separate items in a list. • Uses apostrophes to mark where letters are missing in spelling.
<p>Term 4 Fiction – Playscript/ traditional tales</p> <ul style="list-style-type: none"> • To learn about playscripts • To learn about the perception of characters within a play • <p>To learn how to write an ending of a playscript</p> <p>Non-fiction – Diary entries</p> <ul style="list-style-type: none"> • To use apostrophes for possession correctly in their writing • To use apostrophes for contraction correctly in their writing • To know what a plural word is • To learn how to read and spell plural words • To use plurals correctly in their writing • To know what an apostrophe is • To recognise apostrophes for possession and contraction 			

<ul style="list-style-type: none"> To recognise prefixes <p>Possible texts Play time! Julia Donaldson 12 Fabulously Funny Fairy Tale Plays - Justin McCroy Martin I want my hat back - Jon Klassen Voices in the Park - Anthony Brown</p> <p>Phonics See Read Write Inc Programme of Study (to be completed during reading session)</p> <p>Handwriting Pre-cursive and cursive script</p>		<ul style="list-style-type: none"> Draws on what they already know or on background information and vocabulary provided by the teacher. Checks that the text makes sense to them as they read and corrects inaccurate reading. Makes inferences on the basis of what is being said and done. Answers and asks questions. Predicts what might happen on the basis of what has been read so far. Participates in discussion about books, poems and other works that are read to them and those that they can read for themselves. Take turns and listens 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 	<ul style="list-style-type: none"> Uses apostrophes to mark singular possession in nouns (e.g. the girls name). Spells by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. Learns new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones. Learns to spell common exception words. Learns to spell more words with contracted forms. Spells by learning the possessive apostrophe (singular). Adds suffixes to spell longer words including ment, ness, ful, less, ly. Applies spelling rules and guidance, as listed in English Appendix 1 Writes from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. Forms lower-case letters of the correct size relative to one another. Starts using some of the diagonal and horizontal strokes needed to join letters and understands which letters, when adjacent to one another, are best left unjoined. Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. Uses spacing between words that reflects the size of the letters.
<p>Term 5 Fiction – Stories with a historical setting (linked to Ancient Greece topic)</p> <ul style="list-style-type: none"> To learn about settings within historical texts To learn how to write their own story in a historical setting <p>Non-fiction – Newspapers</p> <ul style="list-style-type: none"> To explore journalistic texts To learn to write their own entry for a newspaper To learn how to use first person in their writing To learn how to use past tense verbs in their writing To learn about the differences between standard English and non-standard English To recognise words that in the first person 			

- To recognise past tense verbs

Possible texts

Ancient Myths Collection by Geraldine McCraughean and Tony Ross
Beast Keeper: Beasts of Olympus by Lucy Coats
Mission To Marathon by Geoffrey Trease
Ancient Greece (DK Eyewitness Books Series)

Phonics

See Read Write Inc Programme of Study (to be completed during reading session)

Handwriting

Pre-cursive and cursive script

Term 6

Fiction – Stories from other cultures

- To learn about stories from a different culture

To learn how to write an additional episode of the story read

Non-fiction – Persuasive Writing & Letters

- To learn about persuasive techniques used in advertising
- To know how to use nouns and pronouns correctly in writing
- To learn how to use similes and metaphors in their writing
- To know how to use direct speech, which is set out and punctuated correctly
- To know how to use powerful verbs to describe the action

- To know what a noun and a pronoun is
- To identify a range of adjectives
- To know what a simile is
- To know what a metaphor is

Possible texts

Wolves in the walls - Neil Gaiman
Gorilla - Anthony Browne
Fungus the Bogeyman - Raymond Briggs
Tusk Tusk by David McKee
Lila and the secret of the rain - David Conway & Jude Daly
Lots - Marc Marlin
Dim Sum for everyone - Grace Li
Panchatantra: Indian Folk Tales by Pandit Vishnu Sharma

Phonics

See Read Write Inc Programme of Study
(to be completed during reading session)

Handwriting

Pre-cursive and cursive script



Programme of Study	National Curriculum Knowledge and Skills		
	Language Comprehension	Reading	Writing
<p>Term 1</p> <p><u>Visual Literacy</u> <u>Example texts</u> -Elmer the Elephant -Morris the Mankiest monster -Mr Big -Room on the Broom</p> <p>Knowledge - To engage in visual images of a story/narrative-visual literacy using a variety of skills gained through Literacy Pop-Up Author workshops - Promoting and fostering positive dialogue about books 'texts' -Variety of texts to be used to promote Cultural capital.</p> <p>Skills - Demonstrates understanding when talking with others about what they have read. - Recalls a simple reason for liking a story/narrative - Recalls a simple reason for disliking a story/narrative -Read books/texts with different structures -Begin to define paragraphs -Uses simple noun phrases</p> <p>Non fiction Link -instruction text</p>	<p>Pre-Key Stage Standard 3 In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):</p> <ul style="list-style-type: none"> •respond to questions that require simple recall • recount a short sequence of events (e.g. by sequencing images or manipulating objects). <p>Pre-Key Stage Standard 4 In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):</p> <ul style="list-style-type: none"> • talk about events in the story and link them to their own experiences • retell some of the story. <p>Speaking and Listening NC Year 1 objectives</p> <ul style="list-style-type: none"> • Asks relevant questions to extend their understanding and knowledge. • Uses relevant strategies to build their vocabulary. • Expresses answers and opinions verbally. • Provides descriptions; expresses feelings; explains simple things; tells a simple narrative. 	<p>Pre-Key Stage Standard 3 The pupil can:</p> <ul style="list-style-type: none"> • say a single sound for 20+ graphemes • read accurately by blending the sounds in words with two and three known graphemes <p>Pre-Key Stage Standard 4 The pupil can:</p> <ul style="list-style-type: none"> • say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes • read accurately by blending the sounds in words with up to five known graphemes • read some common exception words • read aloud books that are consistent with their phonic knowledge, without guessing words from pictures or the context of the sentence. <p>NC Year 1 objectives</p> <ul style="list-style-type: none"> • Applies phonic knowledge and skills as the route to decode words. • Responds speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. • Reads accurately by blending sounds in unfamiliar words 	<p>Pre-Key Stage Standard 3 Composition The pupil can:</p> <ul style="list-style-type: none"> • make up their own phrases or short sentences to express their thoughts aloud about stories or their experiences • write a caption or short phrase using the graphemes that they already know. <p>Transcription The pupil can:</p> <ul style="list-style-type: none"> • form correctly most of the 20+ lower-case letters in Standard 3 of English language comprehension and reading • identify or write these 20+ graphemes on hearing the corresponding phonemes • spell words (with known graphemes) by identifying the phonemes and representing the phonemes with graphemes (e.g. in, cat, pot). <p>Pre-Key Stage Standard 4 Composition The pupil can:</p> <ul style="list-style-type: none"> • make up their own sentences and say them aloud, after discussion with the teacher • write down one of the sentences that they have rehearsed. <p>Transcription The pupil can:</p> <ul style="list-style-type: none"> • form most lower-case letters correctly • identify or write the 40+ graphemes in Standard 4 of English language comprehension and reading on hearing the corresponding phonemes • spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash)
<p>Term 2</p> <p><u>Poems and Rhymes</u> <u>Example Texts</u> -Highway rat</p>			

<p>-Rudeys Windy Christmas -Father Christmas needs a wee</p> <p>Knowledge</p> <p>-To listen, and respond to, a range of poetry around a theme -To read and explore at rhyme within poems -To collect words that rhyme -Variety of texts to be used to promote Cultural capital.</p> <p>Skills</p> <p>-Learn to appreciate rhymes and poems, -Learn and recite rhymes and poem some by heart -Understand the types/form of poems - Acrostics - Shape 'Concrete' Poems-Calligrams - Riddles</p> <p>Non Fiction Link</p> <p>-diary writing</p>	<ul style="list-style-type: none"> • Uses spoken language to explore ideas, to imagine, to guess or to predict. • Grows in confidence to speak audibly and fluently; begins to use Standard English. • Joins in discussions, presentations and performances; engages in role play. • Gains the interest of the listener. • Listens and responds appropriately to adults and their peers. • Maintains attention for short periods of time; joins in conversations; asks and answers questions. • Begins to know that different people have different ideas; is able to listen to these and makes a contribution. • Begins to be aware that people use different kinds of speech in different circumstances <p>NC Year 2 objectives</p> <ul style="list-style-type: none"> • Asks relevant questions to extend their understanding and knowledge. • Uses relevant strategies to build their vocabulary. • Expresses answers and opinions, beginning to be able to justify their response in a simple way; begins to understand different points of view. • Provides appropriate descriptions; communicates feelings appropriately; 	<p>containing GPCs that have been taught.</p> <ul style="list-style-type: none"> • Reads common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • Reads words containing taught GPCs and s, es, ing, ed, er and est endings. • Reads 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). • Reads 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-reads these books to build up their fluency and confidence in word reading. • Listens to and discusses a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. • Begins to link what they read or hear read to their own experiences. • Is becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. • Recognises and joins in with predictable phrases. • Is learning to appreciate rhymes and poems, and to recite some by heart. • Draws on what they already know or on background information and vocabulary provided by the teacher. 	<ul style="list-style-type: none"> • spell a few common exception words (e.g. I, the, he, said, of). <p>NC Year 1 objectives</p> <ul style="list-style-type: none"> • Says out loud what they are going to write about. • Composes a sentence orally before writing it. • Sequences sentences to form short narratives. • Re-reads what they have written to check that it makes sense. • Discusses what they have written with the teacher or other pupils. • Reads aloud their writing clearly enough to be heard by their peers and the teacher. • Shows understanding of regular plural noun suffixes: s or es (e.g. dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun. • Shows understanding of suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) • Shows understanding of how the prefix un changes the meaning of verbs and adjectives (negation, for example, unkind, or undoing: untie the boat) • Understands how words can combine to make sentences. • Joins words and clauses using "and." • Sequences sentences to form short narratives. • Separates words with spaces. • Shows some awareness of capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Uses capital letters for names and for the personal pronoun. • Spells words containing each of the 40+ phonemes already taught. • Spells common exception words. • Spells the days of the week. • Names the letters of the alphabet in order. • Uses letter names to distinguish between alternative spellings of the same sound. • Uses the spelling rule for adding s or es as the plural marker for nouns and the third person singular marker for verbs. • Uses the prefix un • Uses ing, ed, er and est where no change is needed in the spelling of root words (eg, helping, helped, helper, eating, quicker, quickest).
<p>Term 3</p> <p><u>Visual Literacy</u> <u>Example Texts</u></p> <p>-Dinosaur who pooped a planet -we're going on a bear hunt -The smallest fish in school</p> <p>Knowledge</p> <p>- What is an illustration? -Visual literacy using a variety of skills gained through Literacy Pop- Up Author workshops -Familiarity with a wide range & variety of texts - Begins to understand themes and conventions of some texts -Variety of texts to be used to promote Cultural capital.</p>			

<p>Skills</p> <ul style="list-style-type: none"> - Re-tells a story/narrative in own words to a small audience. - Expands own story/narrative by giving more than one detail -Recognises the link between words and images -Understands how pictures links to the story/narrative -Proof reads for basic punctuation and spelling errors <p>Non Fiction Link</p> <p>-non chronological report</p>	<p>provides a simple explanation; gives a narrative for different purposes.</p> <ul style="list-style-type: none"> • Uses spoken language to develop understanding through exploring ideas, imagining, making guesses and predictions. • Grows in confidence to speak audibly and fluently; begins to use Standard English. • Joins in discussions, presentations and performances; engages in meaningful role play, being able to improvise. 	<ul style="list-style-type: none"> • Checks that the text makes sense to them as they read and corrects inaccurate reading. • Discusses the significance of the title and events. • Makes inferences on the basis of what is being said and done. • Predicts what might happen on the basis of what has been read so far. • Participates in discussion about what is read to them. • Understands the need to take turns. • Listens to what others say. • Explains clearly their understanding of what is read to them. 	<ul style="list-style-type: none"> • Applies simple spelling rules and guidance, as listed in English appendix 1. • Writes from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. • Understands that words are divided into 'beats' or syllables. • Distinguishes between homophones and near-homophones. • Sits correctly at a table, holding a pencil comfortably and correctly. • Begins to form lower-case letters in the correct direction, starting and finishing in the right place • Forms capital letters. • Form digits 0-9. • Understands which letters belong to which handwriting families (ie letters that are formed in similar ways) and practises these.
<p>Term 4</p> <p><u>Traditional tales/ fairy tales</u></p> <p><u>Example Texts</u></p> <ul style="list-style-type: none"> -The magic porridge pot -Jack and the beanstalk -Goldilocks and the three bears <p>Knowledge</p> <ul style="list-style-type: none"> - What is a traditional tale? -Understanding Structure- beginning, middle and end - Puppet role play -Variety of texts to be used to promote Cultural capital. <p>Skills</p> <ul style="list-style-type: none"> - Is becoming very familiar with key stories/narrative, fairy stories and traditional tales, -Retelling key stories/narrative, considering their particular characteristics -Discusses, learns, plans and writes using similar structure, grammar and vocabulary from texts <p>Non Fiction Links</p>	<ul style="list-style-type: none"> • Gains the interest of the listener, sometimes able to monitor the listeners response. • Listens and responds appropriately to adults and their peers. • Maintains attention for appropriate periods of time; participates actively in conversations; answers questions and initiates some of their own. • Knows that different people have different ideas; be able to listen to these and make a contribution. • Be increasingly aware that people use different kinds of speech in different circumstances. <p>NC Year 3 objectives</p> <ul style="list-style-type: none"> • Asks relevant questions to extend their understanding and knowledge. 	<p>NC Year 2 objectives</p> <ul style="list-style-type: none"> • Continues to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. • Reads accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. • Reads accurately words of two or more syllables that contain the same graphemes as above • Reads words containing common suffixes. • Reads further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • Reads most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. 	<p>NC Year 2 objectives</p> <ul style="list-style-type: none"> • Plans or says out loud what they are going to write about. • Writes down ideas and/or key words, including new vocabulary. • Encapsulates what they want to say, sentence by sentence. • Writes narratives about personal experiences and those of others (real and fictional). • Writes about real events. • Writes poetry. • Develops positive attitudes towards, and stamina for, writing, by writing for different purposes. • Makes simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. • Re-reads 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-reads to check for errors in spelling, grammar and punctuation. • Reads aloud what they have written with appropriate intonation to make the meaning clear. • Shows understanding of formation of nouns, using suffixes such as: ness, er and by compounding (e.g. whiteboard, superman).

<p>-explanation texts</p> <p>Term 5</p> <p><u>Visual Literacy</u></p> <p>-Gorilla</p> <p>-There's a lion in my cornflakes</p> <p>-Dinosaurs in the supermarket</p> <p>Knowledge</p> <p>- Introduction to characters and their characteristics.</p> <p>-Visual literacy using a variety of skills gained through Literacy Pop-Up Author workshops</p> <p>- How pictures and words can provide the reader with information.</p> <p>-Variety of texts to be used to promote Cultural capital.</p> <p>Skills</p> <p>- Recognises and joins in with predictable phrases</p> <p>-Begins to use consistent tense throughout a piece of writing</p> <p>- Begins to link what they read or hear read to their own experiences</p> <p>-understands how to use dialogue to reflect characters</p> <p>- Identifies the main characteristic of a key character.</p> <p>-Propose changes to vocabulary, grammar and punctuation to enhance meaning</p>	<ul style="list-style-type: none"> • Uses relevant strategies to build their vocabulary. • Articulates answers and opinions, beginning to be able to justify their response; understands that arguments depend upon point of view. • Gives structured and appropriate descriptions, explanations and narratives for different purposes; expresses feelings appropriately. • Uses spoken language to develop understanding through speculating, imagining and exploring ideas; begins to pose a hypothesis. • Speaks audibly and fluently, with an increasing command of Standard English. • Participates in discussions, presentations and performances; further develops skills in role play and improvisation; begins to understand the process of debate. • Gains and maintains the interest of the listener, growing in the ability to monitor the listeners response and begins to make adjustments. • Is aware that people use different kinds of speech in different circumstances; grows increasingly able to select and use appropriate registers. • Listens and responds appropriately to adults and their peers. 	<ul style="list-style-type: none"> • Reads aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. • Re-reads these books to build up their fluency and confidence in word reading. • Listens to, discusses and expresses views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently. • Discusses the sequence of events in books and how items of information are related. • Is becoming increasingly familiar with, and retelling a wider range of stories, fairy stories and traditional tales. • Is beginning to identify differences in the structure of the non-fiction books that they are introduced to. • Recognises simple recurring literary language in stories and poetry. • Discusses their favourite words and phrases. • Continues to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. • Draws on what they already know or on background information and vocabulary provided by the teacher. • Checks that the text makes sense to them as they read and corrects inaccurate reading. • Makes inferences on the basis of what is being said and done. • Answers and asks questions. 	<ul style="list-style-type: none"> • Shows understanding of formation of adjectives using suffixes such as: ful, less. • Some use of the suffixes er, est in adjectives. • Uses suffix: ly to turn adjectives into adverbs. • Uses subordination (using when, if, that, because) and co-ordination (using or, and, but). • Uses expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon). • Shows understanding of the grammatical patterns in a sentence, indicating its function as a statement, question, exclamation or command. • Correct choice and consistent use of present tense and past tense throughout writing. • Uses the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting). • Accurate use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Uses commas to separate items in a list. • Uses apostrophes to mark where letters are missing in spelling. • Uses apostrophes to mark singular possession in nouns (e.g. the girls name). • Spells by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. • Learns new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones. • Learns to spell common exception words. • Learns to spell more words with contracted forms. • Spells by learning the possessive apostrophe (singular). • Adds suffixes to spell longer words including ment, ness, ful, less, ly. • Applies spelling rules and guidance, as listed in English Appendix 1 • Writes from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. • Forms lower-case letters of the correct size relative to one another.
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<p>Non Fiction Link</p> <p>-persuasive posters</p>	<ul style="list-style-type: none"> Maintains attention for longer periods of time, being able to participate actively in group conversations; maintains relevant topic during collaborative talk; responds to the comments of others; raises questions in a group. 	<ul style="list-style-type: none"> Predicts what might happen on the basis of what has been read so far. Participates in discussion about books, poems and other works that are read to them and those that they can read for themselves. Take turns and listens 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. 	<ul style="list-style-type: none"> Starts using some of the diagonal and horizontal strokes needed to join letters and understands which letters, when adjacent to one another, are best left unjoined. Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. Uses spacing between words that reflects the size of the letters.
<p>Term 6</p> <p><u>Creative project</u></p> <p><u>Examples texts</u></p> <p>-Don't wake the Royal baby</p> <p>-Peter Pan</p> <p>-Stickman</p> <p>Knowledge</p> <p>Speaking and Listening focus</p> <p>-Variety of texts to be used to promote Cultural capital.</p> <p>Skills</p> <p>- Listens and responds appropriately to adults and their peers</p> <p>- Maintains attention for short periods of time</p> <p>-Joins in conversations; asks and answers questions</p> <p>- Begins to know that different people have different ideas; is able to listen to these and makes a contribution</p> <p>Non fiction Links</p> <p>Biography</p>	<ul style="list-style-type: none"> Considers different viewpoints; be able to listen. 	<p>NC Year 3 objectives</p> <ul style="list-style-type: none"> Applies their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet. Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Reads books that are structured in different ways and reads for a range of purposes With support uses dictionaries to check the meaning of words that they have read. Develops their familiarity with an increasingly wide range of books, including fairy stories, myths and legends, and retelling some of these orally. (With support) identifies themes and conventions in a wide range of books. 	<p>NC Year 3 objectives</p> <ul style="list-style-type: none"> Discusses writing similar to that which they are planning to write and understands and learns from its structure, vocabulary and grammar. Discusses and records ideas. Composes and rehearses sentences orally (including dialogue), progressively building a varied and rich vocabulary, and an increasing range of sentence structures. Makes some attempt to define paragraphs by organising ideas with related points placed next to each other. (e.g. one sentence paragraphs, or ideas loosely organised). In narratives creates settings, characters and plot, with some attempt to elaborate on basic information or events (e.g. nouns expanded by simple adjectives). In non-narrative material, uses simple organisational devices (e.g. headings and sub-headings). Assesses the effectiveness of their own and others writing and suggests improvements. Proposes changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Proof-reads for spelling and punctuation errors. Reads aloud their own writing, to a group or the whole class, using appropriate intonation, and controls the tone and volume, so that the meaning is clear. Shows understanding of formation of nouns, using a range of prefixes (e.g. super , anti , auto). Uses the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box). Shows knowledge of word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble). Expresses time, place and cause using conjunctions (e.g. when, before, after, while, so, because).

		<ul style="list-style-type: none"> • Prepares poems and plays to read aloud and to perform, showing understanding through some use of intonation, tone, volume and action. • (Beginning to) discuss words and phrases that capture the readers interest and imagination. • (With support) recognises some different forms of poetry (e.g. free verse, narrative poetry). • Checks that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text. • Is beginning to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and (with support) justifying inferences with evidence. • Makes basic predictions about what might happen based on details stated and implied. • (With some support) identifies main ideas drawn from more than one paragraph and makes a simple summary. • (With support) identifies how language, structure, and presentation contribute to meaning. • Retrieves and records information from non-fiction (supported where necessary). • Participates 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. 	<ul style="list-style-type: none"> • Expresses time, place and cause using adverbs (e.g. then, next, soon, therefore). • Expresses time, place and cause using prepositions (e.g. before, after, during, in, because of). • Attempts to use paragraphs as a way to group related material. • Shows awareness of headings and sub-headings to aid presentation. • Makes some use of the present perfect form of verbs, instead of the simple past (e.g. 'He has gone out to play', contrasted with, 'He went out to play'). • Limited use of inverted commas to punctuate direct speech. • Uses further prefixes and suffixes and understands how to add them (Appendix 1) • Spells further homophones. • Identifies commonly misspelt words and attempts to correct them. • Understands how to place the apostrophe in words with regular plurals (e.g. girls, boys) • Uses the first two or three letters of a word to check its spelling in a dictionary. • Writes from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. • Uses the diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to one another, are best left unjoined. • Increases the legibility, consistency and quality of their handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant. • Increases the legibility, consistency and quality of their handwriting, e.g. by ensuring that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.
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Programme of Study	National Curriculum Knowledge and Skills		
	Language Comprehension	Reading	Writing
<p>Term 1</p> <p><u>Prose Chapter Stories</u> <u>Example texts</u></p> <ul style="list-style-type: none"> -Diary of a wimpy kid -flat Stanley -Charlie and the chocolate factory -how to train a dragon -boy in a dress <p>Knowledge</p> <ul style="list-style-type: none"> - Introduction to chapter stories -Reading books that have different structure -Dictionary work to check meanings of unknown words that are read in a text -Variety of texts to be used to promote Cultural capital. <p>Skills</p> <ul style="list-style-type: none"> -Begins to understand chapters -Begins to understand beginning, middle and end of text -Discusses their favourite words and phrases. - 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>Pre-Key Stage Standard 4</p> <p>In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):</p> <ul style="list-style-type: none"> • talk about events in the story and link them to their own experiences • retell some of the story. <p>Speaking and Listening</p> <p>NC Year 1 objectives</p> <ul style="list-style-type: none"> • Asks relevant questions to extend their understanding and knowledge. • Uses relevant strategies to build their vocabulary. • Expresses answers and opinions verbally. • Provides descriptions; expresses feelings; explains simple things; tells a simple narrative. • Uses spoken language to explore ideas, to imagine, to guess or to predict. • Grows in confidence to speak audibly and fluently; begins to use Standard English. • Joins in discussions, presentations and performances; engages in role play. • Gains the interest of the listener. • Listens and responds appropriately to adults and their peers. 	<p>Pre-Key Stage Standard 4</p> <p>The pupil can:</p> <ul style="list-style-type: none"> • say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes • read accurately by blending the sounds in words with up to five known graphemes • read some common exception words • read aloud books that are consistent with their phonic knowledge, without guessing words from pictures or the context of the sentence. <p>NC Year 1 objectives</p> <ul style="list-style-type: none"> • Applies phonic knowledge and skills as the route to decode words. • Responds speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. • Reads accurately by blending sounds in unfamiliar words containing GPCs that have been taught. • Reads common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • Reads words containing taught GPCs and s, es, ing, ed, er and est endings. • Reads 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). 	<p>Pre-Key Stage Standard 4</p> <p>Composition</p> <p>The pupil can:</p> <ul style="list-style-type: none"> • make up their own sentences and say them aloud, after discussion with the teacher • write down one of the sentences that they have rehearsed. <p>Transcription</p> <p>The pupil can:</p> <ul style="list-style-type: none"> • form most lower-case letters correctly • identify or write the 40+ graphemes in Standard 4 of English language comprehension and reading on hearing the corresponding phonemes • spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash) • spell a few common exception words (e.g. I, the, he, said, of). <p>NC Year 1 objectives</p> <ul style="list-style-type: none"> • Says out loud what they are going to write about. • Composes a sentence orally before writing it. • Sequences sentences to form short narratives. • Re-reads what they have written to check that it makes sense. • Discusses what they have written with the teacher or other pupils. • Reads aloud their writing clearly enough to be heard by their peers and the teacher. • Shows understanding of regular plural noun suffixes: s or es (e.g. dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun. • Shows understanding of suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)

<p>-Read aloud to the whole class -use expanded noun phrases -use peer assessment to suggest improvements in basic vocabulary and punctuation</p> <p>Non fiction links -diary writing</p>	<ul style="list-style-type: none"> • Maintains attention for short periods of time; joins in conversations; asks and answers questions. • Begins to know that different people have different ideas; is able to listen to these and makes a contribution. • Begins to be aware that people use different kinds of speech in different circumstances 	<ul style="list-style-type: none"> • Reads 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-reads these books to build up their fluency and confidence in word reading. • Listens to and discusses a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. • Begins to link what they read or hear read to their own experiences. • Is becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. • Recognises and joins in with predictable phrases. • Is learning to appreciate rhymes and poems, and to recite some by heart. • Draws on what they already know or on background information and vocabulary provided by the teacher. • Checks that the text makes sense to them as they read and corrects inaccurate reading. • Discusses the significance of the title and events. • Makes inferences on the basis of what is being said and done. • Predicts what might happen on the basis of what has been read so far. • Participates in discussion about what is read to them. • Understands the need to take turns. • Listens to what others say. • Explains clearly their understanding of what is read to them. 	<ul style="list-style-type: none"> • Shows understanding of how the prefix un changes the meaning of verbs and adjectives (negation, for example, unkind, or undoing: untie the boat) • Understands how words can combine to make sentences. • Joins words and clauses using "and." • Sequences sentences to form short narratives. • Separates words with spaces. • Shows some awareness of capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Uses capital letters for names and for the personal pronoun. • Spells words containing each of the 40+ phonemes already taught. • Spells common exception words. • Spells the days of the week. • Names the letters of the alphabet in order. • Uses letter names to distinguish between alternative spellings of the same sound. • Uses the spelling rule for adding s or es as the plural marker for nouns and the third person singular marker for verbs. • Uses the prefix un • Uses ing, ed, er and est where no change is needed in the spelling of root words (eg, helping, helped, helper, eating, quicker, quickest). • Applies simple spelling rules and guidance, as listed in English appendix 1. • Writes from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. • Understands that words are divided into 'beats' or syllables. • Distinguishes between homophones and near-homophones. • Sits correctly at a table, holding a pencil comfortably and correctly. • Begins to form lower-case letters in the correct direction, starting and finishing in the right place • Forms capital letters. • Form digits 0-9. • Understands which letters belong to which handwriting families (ie letters that are formed in similar ways) and practises these.
<p>Term 2 <u>Traditional Tales/ Fairy Tales</u> Example texts -The true story of the 3 little pigs - Goldilocks and just the one bear - the three little wolves and the big bad pig -The Ghanian goldilocks -Prince Cinders</p> <p>Knowledge - Retelling traditional tales -Traditional tale adaptations eg- 'Goldilocks and just the one bear' or 'The True story of the three little pigs' -Variety of texts to be used to promote Cultural capital.</p> <p>Skills - Is becoming increasingly familiar with, and retelling a wider range of stories, fairy stories and traditional tales. -organise paragraphs around a theme</p> <p>Non fiction texts -argument texts</p> <p>Term 3</p>	<p>NC Year 2 objectives</p> <ul style="list-style-type: none"> • Asks relevant questions to extend their understanding and knowledge. • Uses relevant strategies to build their vocabulary. • Expresses answers and opinions, beginning to be able to justify their response in a simple way; begins to understand different points of view. • Provides appropriate descriptions; communicates feelings appropriately; provides a simple explanation; gives a narrative for different purposes. • Uses spoken language to develop understanding through exploring ideas, imagining, making guesses and predictions. • Grows in confidence to speak audibly and fluently; begins to use Standard English. • Joins in discussions, presentations and performances; engages in meaningful role play, being able to improvise. • Gains the interest of the listener, sometimes able to monitor the listeners response. 	<p>NC Year 2 objectives</p> <ul style="list-style-type: none"> • Continues to apply phonic knowledge and skills as the route to decode words until 	

<p><u>Prose Chapter Stories</u></p> <ul style="list-style-type: none"> -Diary of a wimpy kid -flat Stanley -charlie and the chocolate factory -how to train a dragon -boy in a dress <p>Knowledge</p> <ul style="list-style-type: none"> - Development of characters and how they feel. - Make predictions about a text. -participates in relevant discussion about texts -Variety of texts to be used to promote Cultural capital. <p>Skills</p> <ul style="list-style-type: none"> - begins to understand inferences on the basis of what is being said and done. - Answers and asks relevant questions to text - Predicts what might happen on the basis of what has been read so far -begins to use time, place and cause -begins to use conjunctions when, before, after, while, so, because <p>Non fiction links</p> <ul style="list-style-type: none"> -brochure 	<ul style="list-style-type: none"> • Listens and responds appropriately to adults and their peers. • Maintains attention for appropriate periods of time; participates actively in conversations; answers questions and initiates some of their own. • Knows that different people have different ideas; be able to listen to these and make a contribution. • Be increasingly aware that people use different kinds of speech in different circumstances. <p>NC Year 3 objectives</p> <ul style="list-style-type: none"> • Asks relevant questions to extend their understanding and knowledge. • Uses relevant strategies to build their vocabulary. • Articulates answers and opinions, beginning to be able to justify their response; understands that arguments depend upon point of view. • Gives structured and appropriate descriptions, explanations and narratives for different purposes; expresses feelings appropriately. • Uses spoken language to develop understanding through speculating, imagining and exploring ideas; begins to pose a hypothesis. • Speaks audibly and fluently, with an increasing command of Standard English. • Participates in discussions, presentations and performances; further develops skills in role play 	<p>automatic decoding has become embedded and reading is fluent.</p> <ul style="list-style-type: none"> • Reads accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. • Reads accurately words of two or more syllables that contain the same graphemes as above • Reads words containing common suffixes. • Reads further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • Reads most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. • Reads aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. • Re-reads these books to build up their fluency and confidence in word reading. • Listens to, discusses and expresses views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently. • Discusses the sequence of events in books and how items of information are related. • Is becoming increasingly familiar with, and retelling a wider range of stories, fairy stories and traditional tales. • Is beginning to identify differences in the structure of the non-fiction books that they are introduced to. • Recognises simple recurring literary language in stories and poetry. • Discusses their favourite words and phrases. • Continues to build up a repertoire of poems learnt by heart, appreciating these and 	<p>NC Year 2 objectives</p> <ul style="list-style-type: none"> • Plans or says out loud what they are going to write about. • Writes down ideas and/or key words, including new vocabulary. • Encapsulates what they want to say, sentence by sentence. • Writes narratives about personal experiences and those of others (real and fictional). • Writes about real events. • Writes poetry. • Develops positive attitudes towards, and stamina for, writing, by writing for different purposes. • Makes simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. • Re-reads 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-reads to check for errors in spelling, grammar and punctuation. • Reads aloud what they have written with appropriate intonation to make the meaning clear. • Shows understanding of formation of nouns, using suffixes such as: ness, er and by compounding (e.g. whiteboard, superman). • Shows understanding of formation of adjectives using suffixes such as: ful, less. • Some use of the suffixes er, est in adjectives. • Uses suffix: ly to turn adjectives into adverbs. • Uses subordination (using when, if, that, because) and co-ordination (using or, and, but). • Uses expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon). • Shows understanding of the grammatical patterns in a sentence, indicating its function as a statement, question, exclamation or command. • Correct choice and consistent use of present tense and past tense throughout writing. • Uses the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting).
<p>Term 4</p> <p><u>Poetry</u></p> <p><u>Example texts</u></p> <p>Can it be about me</p> <p>Revolting Rhymes</p> <p>Knowledge</p>			

<p>-To begin to learn, read and recite favourite poems, taking account of punctuation</p> <p>-To comment on aspects of poetry</p> <p>-To identify and discuss favourite poems and poets</p> <p>-Variety of texts to be used to promote Cultural capital.</p> <p>Skills</p> <p>-Listens to, discusses and expresses views about a wide range of poetry (including contemporary and classic),</p> <p>-exclamation mark, question, commas secure</p> <p>-begin to use sound patterns, rhymes, rhythms, alliterative patterns, forms of presentation: haiku, free verse, diamante</p> <p>-Begin to use appropriate poetic terms: poet, poems, verse, rhymes</p> <p>Non fiction links</p> <p>-persuasive writing</p>	<p>and improvisation; begins to understand the process of debate.</p> <ul style="list-style-type: none"> • Gains and maintains the interest of the listener, growing in the ability to monitor the listeners response and begins to make adjustments. • Is aware that people use different kinds of speech in different circumstances; grows increasingly able to select and use appropriate registers. • Listens and responds appropriately to adults and their peers. • Maintains attention for longer periods of time, being able to participate actively in group conversations; maintains relevant topic during collaborative talk; responds to the comments of others; raises questions in a group. • Considers different viewpoints; be able to listen. <p>NC Year 4 objectives</p> <ul style="list-style-type: none"> • Asks relevant questions to extend their understanding and knowledge. • Uses relevant strategies to build their vocabulary. • Articulates answers and opinions, beginning to be able to justify their response; understands that arguments depend upon point of view. • Gives structured and appropriate descriptions, explanations and narratives for different purposes; expresses feelings appropriately. 	<p>reciting some, with appropriate intonation to make the meaning clear.</p> <ul style="list-style-type: none"> • Draws on what they already know or on background information and vocabulary provided by the teacher. • Checks that the text makes sense to them as they read and corrects inaccurate reading. • Makes inferences on the basis of what is being said and done. • Answers and asks questions. • Predicts what might happen on the basis of what has been read so far. • Participates in discussion about books, poems and other works that are read to them and those that they can read for themselves. • Take turns and listens 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>NC Year 3 objectives</p> <ul style="list-style-type: none"> • Applies their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet. • Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. • Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Reads books that are structured in different ways and reads for a range of purposes • With support uses dictionaries to check the meaning of words that they have read. • Develops their familiarity with an increasingly wide range of books, including 	<ul style="list-style-type: none"> • Accurate use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Uses commas to separate items in a list. • Uses apostrophes to mark where letters are missing in spelling. • Uses apostrophes to mark singular possession in nouns (e.g. the girls name). • Spells by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. • Learns new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones. • Learns to spell common exception words. • Learns to spell more words with contracted forms. • Spells by learning the possessive apostrophe (singular). • Adds suffixes to spell longer words including ment, ness, ful, less, ly. • Applies spelling rules and guidance, as listed in English Appendix 1 • Writes from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. • Forms lower-case letters of the correct size relative to one another. • Starts using some of the diagonal and horizontal strokes needed to join letters and understands which letters, when adjacent to one another, are best left unjoined. • Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. • Uses spacing between words that reflects the size of the letters. <p>NC Year 3 objectives</p> <ul style="list-style-type: none"> • Discusses writing similar to that which they are planning to write and understands and learns from its structure, vocabulary and grammar. • Discusses and records ideas. • Composes and rehearses sentences orally (including dialogue), progressively building a varied and rich vocabulary, and an increasing range of sentence structures.
<p>Term 5</p> <p><u>Prose Chapter Stories</u></p> <p>-Diary of a wimpy kid</p> <p>-flat Stanley</p> <p>-charlie and the chocolate factory</p> <p>-how to train a dragon</p> <p>-boy in a dress</p> <p>Knowledge</p>			

<p>-Become more aware of settings and how they can change between chapters. -Begin to understand structure of chapters and how these can be found at the front of the book. - Discuss the blurb and front cover of a book.</p> <p>Skills</p> <p>-Summarise key parts of the story/ a chapter.</p> <p>-begin to order key events of a story.</p> <p>-describe characters and settings with an increasing mix of adjectives.</p> <p><u>Non fiction links</u></p> <p>Letter writing</p>	<ul style="list-style-type: none"> • Uses spoken language to develop understanding through speculating, imagining and exploring ideas; begins to pose a hypothesis. • Speaks audibly and fluently, with an increasing command of Standard English. • Participates in discussions, presentations and performances; further develops skills in role play and improvisation; begins to understand the process of debate. • Gains and maintains the interest of the listener, growing in the ability to monitor the listeners response and begins to make adjustments. • Is aware that people use different kinds of speech in different circumstances; grows increasingly able to select and use appropriate registers. • Listens and responds appropriately to adults and their peers. • Maintains attention for longer periods of time, being able to participate actively in group conversations; maintains relevant topic during collaborative talk; responds to the comments of others; raises questions in a group. • Considers different viewpoints; be able to listen. 	<p>fairy stories, myths and legends, and retelling some of these orally.</p> <ul style="list-style-type: none"> • (With support) identifies themes and conventions in a wide range of books. • Prepares poems and plays to read aloud and to perform, showing understanding through some use of intonation, tone, volume and action. • (Beginning to) discuss words and phrases that capture the readers interest and imagination. • (With support) recognises some different forms of poetry (e.g. free verse, narrative poetry). • Checks that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text. • Is beginning to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and (with support) justifying inferences with evidence. • Makes basic predictions about what might happen based on details stated and implied. • (With some support) identifies main ideas drawn from more than one paragraph and makes a simple summary. • (With support) identifies how language, structure, and presentation contribute to meaning. • Retrieves and records information from non-fiction (supported where necessary). • Participates 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. 	<ul style="list-style-type: none"> • Makes some attempt to define paragraphs by organising ideas with related points placed next to each other. (e.g. one sentence paragraphs, or ideas loosely organised). • In narratives creates settings, characters and plot, with some attempt to elaborate on basic information or events (e.g. nouns expanded by simple adjectives). • In non-narrative material, uses simple organisational devices (e.g. headings and sub-headings). • Assesses the effectiveness of their own and others writing and suggests improvements. • Proposes changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. • Proof-reads for spelling and punctuation errors. • Reads aloud their own writing, to a group or the whole class, using appropriate intonation, and controls the tone and volume, so that the meaning is clear. • Shows understanding of formation of nouns, using a range of prefixes (e.g. super , anti , auto). • Uses the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box). • Shows knowledge of word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble). • Expresses time, place and cause using conjunctions (e.g. when, before, after, while, so, because). • Expresses time, place and cause using adverbs (e.g. then, next, soon, therefore). • Expresses time, place and cause using prepositions (e.g. before, after, during, in, because of). • Attempts to use paragraphs as a way to group related material. • Shows awareness of headings and sub-headings to aid presentation. • Makes some use of the present perfect form of verbs, instead of the simple past (e.g. 'He has gone out to play', contrasted with, 'He went out to play'). • Limited use of inverted commas to punctuate direct speech. • Uses further prefixes and suffixes and understands how to add them (Appendix 1) • Spells further homophones.
<p>Term 6</p> <p><u>Creative Project</u></p> <p>Example texts- Demon headmaster playscript/ prose book</p> <p>Knowledge Speaking and Listening focus</p> <p>-Variety of texts to be used to promote Cultural capital</p> <p>Skills</p> <p>- Joins in discussions, presentations and performances; engages in meaningful role play</p> <p>-Able to improvise.</p>		<p>NC Year 4 objectives</p> <ul style="list-style-type: none"> • Applies their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to 	

<p>- Maintains attention for appropriate periods of time; participates actively in conversations; answers questions and initiates some of their own.</p> <p>- Knows that different people have different ideas</p> <p>-Able to listen to these and make a contribution.</p> <p>-Use standard English</p> <p>Non fiction link</p> <p>Recount writing</p>		<p>understand the meaning of new words they meet.</p> <ul style="list-style-type: none"> • Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. • Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Reads books that are structured in different ways and reads for a range of purposes • Uses dictionaries to check the meaning of words that they have read. • Increases their familiarity with a wide range and variety of books, including fairy stories, myths and legends, and retelling some of these orally. • Independently identifies themes and conventions in a wide range of books. • Prepares poems and plays to read aloud and to perform, showing understanding through increasing use of appropriate intonation, tone, volume and action. • Identifies and discusses words and phrases that capture the readers interest and imagination. • Independently recognises some different forms of poetry (e.g. free verse, narrative poetry). • Checks that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. • Asks relevant questions to improve and develop their understanding of a text. • Draws inferences such as inferring characters feelings, thoughts and motives from their actions, and justifies inferences with relevant evidence. • Makes reasoned predictions of what might happen clearly derived from details both stated and implied. 	<ul style="list-style-type: none"> • Identifies commonly misspelt words and attempts to correct them. • Understands how to place the apostrophe in words with regular plurals (e.g. girls, boys) • Uses the first two or three letters of a word to check its spelling in a dictionary. • Writes from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. • Uses the diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to one another, are best left unjoined. • Increases the legibility, consistency and quality of their handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant. • Increases the legibility, consistency and quality of their handwriting, e.g. by ensuring that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. <p>NC Year 4 objectives</p> <ul style="list-style-type: none"> • Discusses writing similar to that which they are planning to write and understands and learns from its structure, vocabulary and grammar. • Discusses and records ideas. • Composes and rehearses sentences orally (including dialogue), progressively building a varied and rich vocabulary, and an increasing range of sentence structures. • Organises paragraphs around a theme: paragraphs/ sections help to organise content. • In narratives creates settings, characters and plot, with some ideas and material developed in detail (e.g. descriptions elaborated by adverbial and expanded noun phrases). • In non-narrative material, uses simple organisational devices (e.g. headings and sub-headings). • Assesses the effectiveness of their own and others writing and suggests improvements. • Proposes changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. • Proof-reads for errors in spelling and punctuation. • Reads aloud their own writing, to a group or the whole class, using appropriate intonation and controls the tone and volume, so that the meaning is clear.
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- Independently identifies main ideas drawn from more than one paragraph and summarises these accurately and concisely.
- Identify how language, structure, and presentation contribute to meaning.
- Independently retrieves and confidently records information from non-fiction.
- Participates 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.

- Understands the grammatical difference between plural and possessives
- Most of the time uses appropriate standard English forms for verb inflections instead of local spoken forms (e.g. 'we were' instead of 'we was', or 'I did' instead of 'I done').
- Uses expanded noun phrases, by adding modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair).
- Uses fronted adverbials (eg 'Later that day, I heard the bad news').
- Uses paragraphs to organise ideas around a theme.
- Makes appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.
- Uses inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted 'Sit down!')
- Some correct use of apostrophes to mark plural possession (e.g. the girls name, the girls names).
- Uses commas after fronted adverbials(e.g. 'Later that day, I heard the bad news').
- Uses further prefixes and suffixes and understands how to add them (Appendix 1)
- Spells further homophones.
- Identifies commonly misspelt words and corrects them. (See Appendix 1)
- Understands how to place the apostrophe in words with regular plurals (e.g. girls', boys') and in words with irregular plurals (e.g. children's).
- Use the first two or three letters of a word to check its spelling in a dictionary.
- Writes from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
- Uses the diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to one another, are best left unjoined.
- Increases the legibility, consistency and quality of their handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant.
- Increases the legibility, consistency and quality of their handwriting, e.g. by ensuring that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.



Programme of Study	National Curriculum Knowledge and Skills		
	Language Comprehension	Reading	Writing
<p>Term 1</p> <p><u>Prose</u></p> <p><u>Example texts-</u></p> <ul style="list-style-type: none"> -iron man/ iron woman -Wonder -Lion witch and wardrobe -Max and the millions -Boy in the Tower -The boy in the back of the class <p>Knowledge</p> <p>Develops familiarity with</p> <ul style="list-style-type: none"> - Understanding front cover and blurb of a story and the information it can provide. -Variety of texts to be used to promote Cultural capital. <p>Skills</p> <ul style="list-style-type: none"> - Develops their familiarity with an increasingly wide range of books, including fairy stories, myths and legends, and retelling some of these orally. 	<p>NC Year 1 objectives</p> <ul style="list-style-type: none"> • Asks relevant questions to extend their understanding and knowledge. • Uses relevant strategies to build their vocabulary. • Expresses answers and opinions verbally. • Provides descriptions; expresses feelings; explains simple things; tells a simple narrative. • Uses spoken language to explore ideas, to imagine, to guess or to predict. • Grows in confidence to speak audibly and fluently; begins to use Standard English. • Joins in discussions, presentations and performances; engages in role play. • Gains the interest of the listener. • Listens and responds appropriately to adults and their peers. • Maintains attention for short periods of time; joins in conversations; asks and answers questions. • Begins to know that different people have different ideas; is 	<p>NC Year 1 objectives</p> <ul style="list-style-type: none"> • Applies phonic knowledge and skills as the route to decode words. • Responds speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. • Reads accurately by blending sounds in unfamiliar words containing GPCs that have been taught. • Reads common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • Reads words containing taught GPCs and s, es, ing, ed, er and est endings. • Reads 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). • Reads 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-reads these books to build up their fluency and confidence in word reading. • Listens to and discusses a wide range of poems, stories and non-fiction at a level 	<p>NC Year 1 objectives</p> <ul style="list-style-type: none"> • Says out loud what they are going to write about. • Composes a sentence orally before writing it. • Sequences sentences to form short narratives. • Re-reads what they have written to check that it makes sense. • Discusses what they have written with the teacher or other pupils. • Reads aloud their writing clearly enough to be heard by their peers and the teacher. • Shows understanding of regular plural noun suffixes: s or es (e.g. dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun. • Shows understanding of suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) • Shows understanding of how the prefix un changes the meaning of verbs and adjectives (negation, for example, unkind, or undoing: untie the boat) • Understands how words can combine to make sentences. • Joins words and clauses using "and." • Sequences sentences to form short narratives. • Separates words with spaces. • Shows some awareness of capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Uses capital letters for names and for the personal pronoun. • Spells words containing each of the 40+ phonemes already taught. • Spells common exception words. • Spells the days of the week.

<p>- (With support) identifies themes and conventions in a wide range of books.</p> <p>Non fiction links</p> <p>Writing a speech</p>	<p>able to listen to these and makes a contribution.</p> <ul style="list-style-type: none"> Begins to be aware that people use different kinds of speech in different circumstances <p>NC Year 2 objectives</p> <ul style="list-style-type: none"> Asks relevant questions to extend their understanding and knowledge. Uses relevant strategies to build their vocabulary. Expresses answers and opinions, beginning to be able to justify their response in a simple way; begins to understand different points of view. Provides appropriate descriptions; communicates feelings appropriately; provides a simple explanation; gives a narrative for different purposes. Uses spoken language to develop understanding through exploring ideas, imagining, making guesses and predictions. Grows in confidence to speak audibly and fluently; begins to use Standard English. Joins in discussions, presentations and performances; engages in meaningful role play, being able to improvise. Gains the interest of the listener, sometimes able to monitor the listeners response. Listens and responds appropriately to adults and their peers. Maintains attention for appropriate periods of time; participates actively in 	<p>beyond that at which they can read independently.</p> <ul style="list-style-type: none"> Begins to link what they read or hear read to their own experiences. Is becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Recognises and joins in with predictable phrases. Is learning to appreciate rhymes and poems, and to recite some by heart. Draws on what they already know or on background information and vocabulary provided by the teacher. Checks that the text makes sense to them as they read and corrects inaccurate reading. Discusses the significance of the title and events. Makes inferences on the basis of what is being said and done. Predicts what might happen on the basis of what has been read so far. Participates in discussion about what is read to them. Understands the need to take turns. Listens to what others say. Explains clearly their understanding of what is read to them. <p>NC Year 2 objectives</p> <ul style="list-style-type: none"> Continues to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. Reads accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. Reads accurately words of two or more syllables that contain the same graphemes as above 	<ul style="list-style-type: none"> Names the letters of the alphabet in order. Uses letter names to distinguish between alternative spellings of the same sound. Uses the spelling rule for adding s or es as the plural marker for nouns and the third person singular marker for verbs. Uses the prefix un Uses ing, ed, er and est where no change is needed in the spelling of root words (eg, helping, helped, helper, eating, quicker, quickest). Applies simple spelling rules and guidance, as listed in English appendix 1. Writes from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. Understands that words are divided into 'beats' or syllables. Distinguishes between homophones and near-homophones. Sits correctly at a table, holding a pencil comfortably and correctly. Begins to form lower-case letters in the correct direction, starting and finishing in the right place Forms capital letters. Form digits 0-9. Understands which letters belong to which handwriting families (ie letters that are formed in similar ways) and practises these. <p>NC Year 2 objectives</p> <ul style="list-style-type: none"> Plans or says out loud what they are going to write about. Writes down ideas and/or key words, including new vocabulary. Encapsulates what they want to say, sentence by sentence. Writes narratives about personal experiences and those of others (real and fictional). Writes about real events. Writes poetry. Develops positive attitudes towards, and stamina for, writing, by writing for different purposes. Makes simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.
<p>Term 2</p> <p><u>Play script</u></p> <p>Text examples</p> <p>-The witches</p> <p>-already dead</p> <p>Knowledge</p> <p>- What is a play script?</p> <p>-Layout of a play script.</p> <p>-make comparisons across texts</p> <p>-participates in role play</p> <p>-Variety of texts to be used to promote Cultural capital.</p> <p>Skills</p> <p>- Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>-Can link to year 5 and 6 traditional tales work and look at how these texts can be written in play script form.</p>			

<p>Identify the layout of a play script; and that it differs from other forms</p> <p>-use a dictionary to check first 3 or 4 letter words for spelling</p> <p>Non fiction links Writing a blog</p>	<p>conversations; answers questions and initiates some of their own.</p> <ul style="list-style-type: none"> • Knows that different people have different ideas; be able to listen to these and make a contribution. • Be increasingly aware that people use different kinds of speech in different circumstances. 	<ul style="list-style-type: none"> • Reads words containing common suffixes. • Reads further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • Reads most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. • Reads aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. • Re-reads these books to build up their fluency and confidence in word reading. • Listens to, discusses and expresses views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently. • Discusses the sequence of events in books and how items of information are related. • Is becoming increasingly familiar with, and retelling a wider range of stories, fairy stories and traditional tales. • Is beginning to identify differences in the structure of the non-fiction books that they are introduced to. • Recognises simple recurring literary language in stories and poetry. • Discusses their favourite words and phrases. • Continues to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. • Draws on what they already know or on background information and vocabulary provided by the teacher. • Checks that the text makes sense to them as they read and corrects inaccurate reading. • Makes inferences on the basis of what is being said and done. • Answers and asks questions. 	<ul style="list-style-type: none"> • Re-reads 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-reads to check for errors in spelling, grammar and punctuation. • Reads aloud what they have written with appropriate intonation to make the meaning clear. • Shows understanding of formation of nouns, using suffixes such as: ness, er and by compounding (e.g. whiteboard, superman). • Shows understanding of formation of adjectives using suffixes such as: ful, less. • Some use of the suffixes er, est in adjectives. • Uses suffix: ly to turn adjectives into adverbs. • Uses subordination (using when, if, that, because) and co-ordination (using or, and, but). • Uses expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon). • Shows understanding of the grammatical patterns in a sentence, indicating its function as a statement, question, exclamation or command. • Correct choice and consistent use of present tense and past tense throughout writing. • Uses the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting). • Accurate use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Uses commas to separate items in a list. • Uses apostrophes to mark where letters are missing in spelling. • Uses apostrophes to mark singular possession in nouns (e.g. the girls name). • Spells by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. • Learns new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones. • Learns to spell common exception words. • Learns to spell more words with contracted forms. • Spells by learning the possessive apostrophe (singular).
<p>Term 3 <u>Prose</u></p> <p>-iron man/ iron woman -Wonder -Lion witch and wardrobe -Max and the millions -Boy in the Tower -The boy in the back of the class</p> <p>Knowledge</p> <p>-increased familiarity with a wide knowledge range of books from literary heritage, other cultures</p> <p>- Identify authors' writing style</p> <p>-begin to understand textual reference</p> <p>-Variety of texts to be used to promote Cultural capital.</p> <p>Skills</p> <p>- Checks that the text makes sense to them, discussing their understanding and</p>	<p>NC Year 3 objectives</p> <ul style="list-style-type: none"> • Asks relevant questions to extend their understanding and knowledge. • Uses relevant strategies to build their vocabulary. • Articulates answers and opinions, beginning to be able to justify their response; understands that arguments depend upon point of view. • Gives structured and appropriate descriptions, explanations and narratives for different purposes; expresses feelings appropriately. • Uses spoken language to develop understanding through speculating, imagining and exploring ideas; begins to pose a hypothesis. • Speaks audibly and fluently, with an increasing command of Standard English. • Participates in discussions, presentations and performances; further develops skills in role play and improvisation; begins to understand the process of debate. • Gains and maintains the interest of the listener, growing in the ability to monitor the listeners response and begins to make adjustments. 	<ul style="list-style-type: none"> • Reads words containing common suffixes. • Reads further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • Reads most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. • Reads aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. • Re-reads these books to build up their fluency and confidence in word reading. • Listens to, discusses and expresses views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently. • Discusses the sequence of events in books and how items of information are related. • Is becoming increasingly familiar with, and retelling a wider range of stories, fairy stories and traditional tales. • Is beginning to identify differences in the structure of the non-fiction books that they are introduced to. • Recognises simple recurring literary language in stories and poetry. • Discusses their favourite words and phrases. • Continues to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. • Draws on what they already know or on background information and vocabulary provided by the teacher. • Checks that the text makes sense to them as they read and corrects inaccurate reading. • Makes inferences on the basis of what is being said and done. • Answers and asks questions. 	<ul style="list-style-type: none"> • Re-reads 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-reads to check for errors in spelling, grammar and punctuation. • Reads aloud what they have written with appropriate intonation to make the meaning clear. • Shows understanding of formation of nouns, using suffixes such as: ness, er and by compounding (e.g. whiteboard, superman). • Shows understanding of formation of adjectives using suffixes such as: ful, less. • Some use of the suffixes er, est in adjectives. • Uses suffix: ly to turn adjectives into adverbs. • Uses subordination (using when, if, that, because) and co-ordination (using or, and, but). • Uses expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon). • Shows understanding of the grammatical patterns in a sentence, indicating its function as a statement, question, exclamation or command. • Correct choice and consistent use of present tense and past tense throughout writing. • Uses the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting). • Accurate use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Uses commas to separate items in a list. • Uses apostrophes to mark where letters are missing in spelling. • Uses apostrophes to mark singular possession in nouns (e.g. the girls name). • Spells by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. • Learns new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones. • Learns to spell common exception words. • Learns to spell more words with contracted forms. • Spells by learning the possessive apostrophe (singular).

<p>explaining the meaning of words in context</p> <ul style="list-style-type: none"> - Asking questions to improve their understanding of a text. -use examples of writing style as a model: comedy, romance - Is beginning to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and (with support) <p>Is beginning to justifying inferences with evidence from a text</p> <p>Non fiction link</p> <p>Letter writing</p>	<ul style="list-style-type: none"> • Is aware that people use different kinds of speech in different circumstances; grows increasingly able to select and use appropriate registers. • Listens and responds appropriately to adults and their peers. • Maintains attention for longer periods of time, being able to participate actively in group conversations; maintains relevant topic during collaborative talk; responds to the comments of others; raises questions in a group. • Considers different viewpoints; be able to listen. <p>NC Year 4 objectives</p> <ul style="list-style-type: none"> • Asks relevant questions to extend their understanding and knowledge. 	<ul style="list-style-type: none"> • Predicts what might happen on the basis of what has been read so far. • Participates in discussion about books, poems and other works that are read to them and those that they can read for themselves. • Take turns and listens 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>NC Year 3 objectives</p> <ul style="list-style-type: none"> • Applies their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet. • Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. • Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Reads books that are structured in different ways and reads for a range of purposes • With support uses dictionaries to check the meaning of words that they have read. • Develops their familiarity with an increasingly wide range of books, including fairy stories, myths and legends, and retelling some of these orally. • (With support) identifies themes and conventions in a wide range of books. • Prepares poems and plays to read aloud and to perform, showing understanding through some use of intonation, tone, volume and action. • (Beginning to) discuss words and phrases that capture the readers interest and imagination. 	<ul style="list-style-type: none"> • Adds suffixes to spell longer words including ment, ness, ful ,less, ly. • Applies spelling rules and guidance, as listed in English Appendix 1 • Writes from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. • Forms lower-case letters of the correct size relative to one another. • Starts using some of the diagonal and horizontal strokes needed to join letters and understands which letters, when adjacent to one another, are best left unjoined. • Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. • Uses spacing between words that reflects the size of the letters. <p>NC Year 3 objectives</p> <ul style="list-style-type: none"> • Discusses writing similar to that which they are planning to write and understands and learns from its structure, vocabulary and grammar. • Discusses and records ideas. • Composes and rehearses sentences orally (including dialogue), progressively building a varied and rich vocabulary, and an increasing range of sentence structures. • Makes some attempt to define paragraphs by organising ideas with related points placed next to each other. (e.g. one sentence paragraphs, or ideas loosely organised). • In narratives creates settings, characters and plot, with some attempt to elaborate on basic information or events (e.g. nouns expanded by simple adjectives). • In non-narrative material, uses simple organisational devices (e.g. headings and sub-headings). • Assesses the effectiveness of their own and others writing and suggests improvements. • Proposes changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. • Proof-reads for spelling and punctuation errors. • Reads aloud their own writing, to a group or the whole class, using appropriate intonation, and controls the tone and volume, so that the meaning is clear.
<p>Term 4</p> <p><u>Poetry</u></p> <ul style="list-style-type: none"> -It's not fine to sit on a porcupine <p>Knowledge</p> <ul style="list-style-type: none"> -To collect suitable words and phrases in order to write poems and short descriptions; design simple patterns with words, use repetitive phrases; write imaginative comparisons. - To write poems based on personal or imagined experience, linked to poems read. 	<ul style="list-style-type: none"> • Uses relevant strategies to build their vocabulary. • Articulates answers and opinions, beginning to be able to justify their response; understands that arguments depend upon point of view. • Gives structured and appropriate descriptions, explanations and narratives for different purposes; expresses feelings appropriately. • Uses spoken language to develop understanding through speculating, imagining and exploring ideas; begins to pose a hypothesis. • Speaks audibly and fluently, with an increasing command of Standard English. 		

<p>-Variety of texts to be used to promote Cultural capital.</p> <p>Skills Prepares poems and plays to read aloud and to perform, showing understanding through some use of intonation, tone, volume and action Types of poems that could be covered: - Clerihews; - Limericks; - Free Verse.</p> <p>Non fiction links Explanation texts</p>	<ul style="list-style-type: none"> • Participates in discussions, presentations and performances; further develops skills in role play and improvisation; begins to understand the process of debate. • Gains and maintains the interest of the listener, growing in the ability to monitor the listeners response and begins to make adjustments. • Is aware that people use different kinds of speech in different circumstances; grows increasingly able to select and use appropriate registers. • Listens and responds appropriately to adults and their peers. • Maintains attention for longer periods of time, being able to participate actively in group conversations; maintains relevant topic during collaborative talk; responds to the comments of others; raises questions in a group. • Considers different viewpoints; be able to listen. <p>NC Year 5 Objectives</p> <ul style="list-style-type: none"> • Asks relevant questions to extend their understanding and knowledge. • Uses relevant strategies to build a vocabulary of increasing breadth and depth. • Articulates and justifies answers, arguments and opinions with increasing confidence. • Gives well-structured descriptions, explanations and 	<ul style="list-style-type: none"> • (With support) recognises some different forms of poetry (e.g. free verse, narrative poetry). • Checks that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text. • Is beginning to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and (with support) justifying inferences with evidence. • Makes basic predictions about what might happen based on details stated and implied. • (With some support) identifies main ideas drawn from more than one paragraph and makes a simple summary. • (With support) identifies how language, structure, and presentation contribute to meaning. • Retrieves and records information from non-fiction (supported where necessary). • Participates 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. <p>NC Year 4 objectives</p> <ul style="list-style-type: none"> • Applies their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet. • Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. • Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Reads books that are structured in different ways and reads for a range of purposes 	<ul style="list-style-type: none"> • Shows understanding of formation of nouns, using a range of prefixes (e.g. super , anti , auto). • Uses the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box). • Shows knowledge of word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble). • Expresses time, place and cause using conjunctions (e.g. when, before, after, while, so, because). • Expresses time, place and cause using adverbs (e.g. then, next, soon, therefore). • Expresses time, place and cause using prepositions (e.g. before, after, during, in, because of). • Attempts to use paragraphs as a way to group related material. • Shows awareness of headings and sub-headings to aid presentation. • Makes some use of the present perfect form of verbs, instead of the simple past (e.g. 'He has gone out to play', contrasted with, 'He went out to play'). • Limited use of inverted commas to punctuate direct speech. • Uses further prefixes and suffixes and understands how to add them (Appendix 1) • Spells further homophones. • Identifies commonly misspelt words and attempts to correct them. • Understands how to place the apostrophe in words with regular plurals (e.g. girls, boys) • Uses the first two or three letters of a word to check its spelling in a dictionary. • Writes from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. • Uses the diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to one another, are best left unjoined. • Increases the legibility, consistency and quality of their handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant.
<p>Term 5 <u>Prose</u></p> <p>-iron man/ iron woman</p> <p>-Wonder</p> <p>-Lion witch and wardrobe</p> <p>-Max and the millions</p> <p>-Boy in the Tower</p> <p>-The boy in the back of the class</p> <p>Knowledge</p> <p>-recall events that have happened in previous chapters and how they link to future events.</p>			

<p>-identify different authors individual writing styles and what this adds to the text.</p> <p>Skills</p> <p>-begin to make references to the text.</p> <p>-use relevant strategies to gain understanding from the text,</p> <p>-becomes more confident in making inferences by using the text.</p> <p>Non fiction links</p> <p>Magazine article</p>	<p>narratives for different purposes; expresses feelings appropriately.</p> <ul style="list-style-type: none"> • Uses spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. • Speaks audibly and fluently with an increasing command of Standard English. • Participates in discussions, presentations and performances; further develops skills in role play and improvisation; participates in debates. • Gains, maintains and monitors the interest of the listener/s. • Is more confident to select and use appropriate registers for effective communication. • Listens and responds appropriately and selectively to adults and their peers. • Maintains attention, being able to participate actively in collaborative conversations, staying on topic; initiates and responds to the comments of others; raises questions in a group. <p>- Considers and evaluates different viewpoints; attends to and builds on the contributions of others.</p>	<ul style="list-style-type: none"> • Uses dictionaries to check the meaning of words that they have read. • Increases their familiarity with a wide range and variety of books, including fairy stories, myths and legends, and retelling some of these orally. • Independently identifies themes and conventions in a wide range of books. • Prepares poems and plays to read aloud and to perform, showing understanding through increasing use of appropriate intonation, tone, volume and action. • Identifies and discusses words and phrases that capture the readers interest and imagination. • Independently recognises some different forms of poetry (e.g. free verse, narrative poetry). • Checks that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. • Asks relevant questions to improve and develop their understanding of a text. • Draws inferences such as inferring characters feelings, thoughts and motives from their actions, and justifies inferences with relevant evidence. • Makes reasoned predictions of what might happen clearly derived from details both stated and implied. • Independently identifies main ideas drawn from more than one paragraph and summarises these accurately and concisely. • Identify how language, structure, and presentation contribute to meaning. • Independently retrieves and confidently records information from non-fiction. • Participates 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. <p>NC Year 5 Objectives</p>	<ul style="list-style-type: none"> • Increases the legibility, consistency and quality of their handwriting, e.g. by ensuring that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. <p>NC Year 4 objectives</p> <ul style="list-style-type: none"> • Discusses writing similar to that which they are planning to write and understands and learns from its structure, vocabulary and grammar. • Discusses and records ideas. • Composes and rehearses sentences orally (including dialogue), progressively building a varied and rich vocabulary, and an increasing range of sentence structures. • Organises paragraphs around a theme: paragraphs/ sections help to organise content. • In narratives creates settings, characters and plot, with some ideas and material developed in detail (e.g. descriptions elaborated by adverbial and expanded noun phrases). • In non-narrative material, uses simple organisational devices (e.g. headings and sub-headings). • Assesses the effectiveness of their own and others writing and suggests improvements. • Proposes changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. • Proof-reads for errors in spelling and punctuation. • Reads aloud their own writing, to a group or the whole class, using appropriate intonation and controls the tone and volume, so that the meaning is clear. • Understands the grammatical difference between plural and possessives • Most of the time uses appropriate standard English forms for verb inflections instead of local spoken forms (e.g. 'we were' instead of 'we was', or 'I did' instead of 'I done'). • Uses expanded noun phrases, by adding modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair). • Uses fronted adverbials (eg 'Later that day, I heard the bad news'). • Uses paragraphs to organise ideas around a theme. • Makes appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.
<p>Term 6</p> <p><u>Creative project</u></p> <p>Knowledge</p> <p>Speaking and listening focus</p> <p>-Variety of texts to be used to promote Cultural capital.</p> <p>Skills</p> <p>- Articulates answers and opinions, beginning to be able to justify their response; understands that arguments depend upon point of view.</p> <p>- Gives structured and appropriate descriptions, explanations and narratives for different purposes; expresses feelings appropriately.</p>			

- Participates in discussions, presentations and performances; further develops skills in role play and improvisation; begins to understand the process of debate

Non fiction links
-debate argument

- Applies their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet.
- Maintains positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Reads books that are structured in different ways and reading for a range of purposes
- Increases 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.
- Recommends books that they have read to their peers, giving reasons for their choices which illustrate a general awareness of the writers purpose and effect on the reader.
- Identifies and discusses themes and conventions in and across a wide range of writing. Comments identify similarities and differences between texts e.g narrative conventions in traditional tales or stories from different cultures, ballads etc.
- Makes comparisons within and across books, commenting on similarities and differences between texts, with some explanation.
- Learns a wide range of poetry by heart.
- Prepares 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.
- Checks that the book makes sense to them by discussing their understanding and exploring the meaning of words in context.
- Asks questions to improve their understanding and explore ideas.

- Uses inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted 'Sit down!')
- Some correct use of apostrophes to mark plural possession (e.g. the girl's name, the girls' names).
- Uses commas after fronted adverbials(e.g. 'Later that day, I heard the bad news').
- Uses further prefixes and suffixes and understands how to add them (Appendix 1)
- Spells further homophones.
- Identifies commonly misspelt words and corrects them. (See Appendix 1)
- Understands how to place the apostrophe in words with regular plurals (e.g. girls', boys') and in words with irregular plurals (e.g. children's).
- Use the first two or three letters of a word to check its spelling in a dictionary.
- Writes from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
- Uses the diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to one another, are best left unjoined.
- Increases the legibility, consistency and quality of their handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant.
- Increases the legibility, consistency and quality of their handwriting, e.g. by ensuring that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

NC Year 5 Objectives

- Identifies the audience for and purpose of the writing. Selects the appropriate form and uses other similar writing as a model for their own writing.
- Makes notes and develops initial ideas, drawing on reading and research where necessary.
- When developing characters and settings for a narrative, the pupil considers what has been learned from their experience of reading, listening to and watching the work of real authors.
- Selects appropriate grammar and vocabulary, understanding how such choices can change and enhance

- Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifies inferences with evidence. (Comments are developed drawing on evidence across the text).
- Predicts what might happen from details stated and implied. Justifies predictions with specific textual references.
- Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- Identifies how language, structure and presentation contribute to meaning. Shows general awareness of writer's craft.
- Distinguish between statements of fact and opinion.
- Retrieve, record and present information from non-fiction. Relevant points clearly identified from all areas of the text.
- Discusses and evaluates how authors use language, including figurative language, considering the impact on the reader and showing some awareness of the effect of different language choices. Beginning to use some technical terminology to describe language where needed (eg simile, metaphor).
- 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.
- Explains and discusses their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
- Provides reasoned justifications for their views, supporting them with relevant textual reference or quotation.

- meaning. A reasonably wide vocabulary is often chosen for effect.
- In narratives, describes settings, characters and atmosphere and integrates dialogue to convey character and advance the action.
 - Attempts to precis longer passages.
 - Uses a wide range of devices to build cohesion within and across paragraphs.
 - Uses further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).
 - Assesses the effectiveness of their own, and others writing.
 - Proposes changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
 - Ensures the consistent and correct use of tense throughout a piece of writing.
 - Ensures correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing, and choosing the appropriate register.
 - Proof-reads for errors in spelling and punctuation.
 - Understands how to convert nouns or adjectives into verbs using suffixes (e.g. ate; ise; ify).
 - Knowledge of verb prefixes (e.g. dis , de , mis , over and re).
 - Uses relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.
 - Indicates degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must).
 - Uses a range of devices to build cohesion within a paragraph (e.g. then, after that, this, firstly).
 - Uses a range of linking ideas across paragraphs: adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before).
 - Uses brackets, dashes or commas to indicate parenthesis.
 - Uses commas to clarify meaning or avoid ambiguity.
 - Uses further prefixes and suffixes and understands the guidelines for adding them.
 - Spells some words with silent letters, e.g. knight, psalm, solemn.
 - Continues to distinguish between homophones and other words which are often confused.
 - Uses knowledge of morphology and etymology in spelling and understands that the spellings of some words need to be learnt specifically, as listed in Appendix 1.

			<ul style="list-style-type: none">• Uses dictionaries to check the spelling and meaning of words.• Uses the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.• Uses a thesaurus.• Writes legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices.• Decides, as part of their personal style, whether or not to join specific letters.• Is clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes or a final handwritten version). <p>- Chooses the writing implement that is best suited for a task (e.g. quick notes, letters).</p>
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Programme of Study	National Curriculum Knowledge and Skills		
	Language Comprehension	Reading	Writing
<p>Term 1</p> <p><u>Prose</u> <u>Text examples</u> -war of the worlds -holes -the reluctant time traveller -Nowhere emporium -a boy called hope -the girl of ink and stars</p> <p>Knowledge</p> <p>Understanding of setting, character and plot of a story. -Being able to discuss these and make predictions. -Imitating the authors style in their own writing. -Variety of texts to be used to promote Cultural capital.</p> <p>Skills</p> <p>- Asks relevant questions to improve and develop their understanding of a text. - Draws inferences such as inferring characters feelings, thoughts and motives from their actions, and justifies inferences with relevant evidence. - Makes reasoned predictions of what might</p>	<p>NC Year 1 objectives</p> <ul style="list-style-type: none"> Asks relevant questions to extend their understanding and knowledge. Uses relevant strategies to build their vocabulary. Expresses answers and opinions verbally. Provides descriptions; expresses feelings; explains simple things; tells a simple narrative. Uses spoken language to explore ideas, to imagine, to guess or to predict. Grows in confidence to speak audibly and fluently; begins to use Standard English. Joins in discussions, presentations and performances; engages in role play. Gains the interest of the listener. Listens and responds appropriately to adults and their peers. Maintains attention for short periods of time; joins in conversations; asks and answers questions. Begins to know that different people have different ideas; is able to listen to these and makes a contribution. 	<p>NC Year 1 objectives</p> <ul style="list-style-type: none"> Applies phonic knowledge and skills as the route to decode words. Responds speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. Reads accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Reads common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Reads words containing taught GPCs and s, es, ing, ed, er and est endings. Reads 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). Reads 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-reads these books to build up their fluency and confidence in word reading. Listens to and discusses a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. Begins to link what they read or hear read to their own experiences. 	<p>NC Year 1 objectives</p> <ul style="list-style-type: none"> Says out loud what they are going to write about. Composes a sentence orally before writing it. Sequences sentences to form short narratives. Re-reads what they have written to check that it makes sense. Discusses what they have written with the teacher or other pupils. Reads aloud their writing clearly enough to be heard by their peers and the teacher. Shows understanding of regular plural noun suffixes: s or es (e.g. dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun. Shows understanding of suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) Shows understanding of how the prefix un changes the meaning of verbs and adjectives (negation, for example, unkind, or undoing: untie the boat) Understands how words can combine to make sentences. Joins words and clauses using "and." Sequences sentences to form short narratives. Separates words with spaces. Shows some awareness of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Uses capital letters for names and for the personal pronoun. Spells words containing each of the 40+ phonemes already taught. Spells common exception words. Spells the days of the week. Names the letters of the alphabet in order. Uses letter names to distinguish between alternative spellings of the same sound.

<p>happen clearly derived from details both stated and implied.</p> <p>- Independently identifies main ideas drawn from more than one paragraph and summarises these accurately and concisely.</p> <p>Non fiction link Journalistic writing</p>	<ul style="list-style-type: none"> • Begins to be aware that people use different kinds of speech in different circumstances <p>NC Year 2 objectives</p> <ul style="list-style-type: none"> • Asks relevant questions to extend their understanding and knowledge. • Uses relevant strategies to build their vocabulary. • Expresses answers and opinions, beginning to be able to justify their response in a simple way; begins to understand different points of view. • Provides appropriate descriptions; communicates feelings appropriately; provides a simple explanation; gives a narrative for different purposes. • Uses spoken language to develop understanding through exploring ideas, imagining, making guesses and predictions. • Grows in confidence to speak audibly and fluently; begins to use Standard English. • Joins in discussions, presentations and performances; engages in meaningful role play, being able to improvise. • Gains the interest of the listener, sometimes able to monitor the listener's response. • Listens and responds appropriately to adults and their peers. • Maintains attention for appropriate periods of time; participates actively in conversations; answers questions and initiates some of their own. 	<ul style="list-style-type: none"> • Is becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. • Recognises and joins in with predictable phrases. • Is learning to appreciate rhymes and poems, and to recite some by heart. • Draws on what they already know or on background information and vocabulary provided by the teacher. • Checks that the text makes sense to them as they read and corrects inaccurate reading. • Discusses the significance of the title and events. • Makes inferences on the basis of what is being said and done. • Predicts what might happen on the basis of what has been read so far. • Participates in discussion about what is read to them. • Understands the need to take turns. • Listens to what others say. • Explains clearly their understanding of what is read to them. <p>NC Year 2 objectives</p> <ul style="list-style-type: none"> • Continues to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. • Reads accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. • Reads accurately words of two or more syllables that contain the same graphemes as above • Reads words containing common suffixes. • Reads further common exception words, noting unusual correspondences between 	<ul style="list-style-type: none"> • Uses the spelling rule for adding s or es as the plural marker for nouns and the third person singular marker for verbs. • Uses the prefix un • Uses ing, ed, er and est where no change is needed in the spelling of root words (eg, helping, helped, helper, eating, quicker, quickest). • Applies simple spelling rules and guidance, as listed in English appendix 1. • Writes from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. • Understands that words are divided into 'beats' or syllables. • Distinguishes between homophones and near-homophones. • Sits correctly at a table, holding a pencil comfortably and correctly. • Begins to form lower-case letters in the correct direction, starting and finishing in the right place • Forms capital letters. • Form digits 0-9. • Understands which letters belong to which handwriting families (ie letters that are formed in similar ways) and practises these. <p>NC Year 2 objectives</p> <ul style="list-style-type: none"> • Plans or says out loud what they are going to write about. • Writes down ideas and/or key words, including new vocabulary. • Encapsulates what they want to say, sentence by sentence. • Writes narratives about personal experiences and those of others (real and fictional). • Writes about real events. • Writes poetry. • Develops positive attitudes towards, and stamina for, writing, by writing for different purposes. • Makes simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. • Re-reads to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.
<p>Term 2 <u>Playscript</u> <u>Example texts</u></p> <p>-Oliver twist -Bombs and blackberries a world war two play</p> <p>Knowledge</p> <p>Creating own play scripts speaking and listening-performance skills.</p> <p>-Variety of texts to be used to promote Cultural capital.</p> <p>Skills</p> <p>- Prepares plays to read aloud and to perform, showing understanding through increasing use of appropriate intonation, tone, volume and action .can use a thesaurus -understands the purpose of stage directions -confident role play secure use of stage 4/5 punctuation</p> <p>Non fiction link Persuasive texts</p>			

<p>Term 3 <u>Prose</u> -war of the worlds -holes -the reluctant time traveller -Nowhere emporium -a boy called hope -the girl of ink and stars</p> <p>Knowledge</p> <p>- Analysis of chapters of the texts.</p> <p>- Further improving inference skills.</p> <p>-Variety of texts to be used to promote Cultural capital.</p> <p>Skills</p> <p>- Independently identifies themes and conventions in a wide range of books. - Identifies and discusses words and phrases that capture the readers interest and imagination. -uses commas after fronted adverbials -can use setting, character, atmosphere and direct speech to advance action -use cohesive devices EG: then, after that, this -Participates in discussion about both books that are read to them and those they can read for themselves, taking turns</p>	<ul style="list-style-type: none"> • Knows that different people have different ideas; be able to listen to these and make a contribution. • Be increasingly aware that people use different kinds of speech in different circumstances. <p>NC Year 3 objectives</p> <ul style="list-style-type: none"> • Asks relevant questions to extend their understanding and knowledge. • Uses relevant strategies to build their vocabulary. • Articulates answers and opinions, beginning to be able to justify their response; understands that arguments depend upon point of view. • Gives structured and appropriate descriptions, explanations and narratives for different purposes; expresses feelings appropriately. • Uses spoken language to develop understanding through speculating, imagining and exploring ideas; begins to pose a hypothesis. • Speaks audibly and fluently, with an increasing command of Standard English. • Participates in discussions, presentations and performances; further develops skills in role play and improvisation; begins to understand the process of debate. • Gains and maintains the interest of the listener, growing in the ability to monitor the listeners response and begins to make adjustments. 	<p>spelling and sound and where these occur in the word.</p> <ul style="list-style-type: none"> • Reads most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. • Reads aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. • Re-reads these books to build up their fluency and confidence in word reading. • Listens to, discusses and expresses views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently. • Discusses the sequence of events in books and how items of information are related. • Is becoming increasingly familiar with, and retelling a wider range of stories, fairy stories and traditional tales. • Is beginning to identify differences in the structure of the non-fiction books that they are introduced to. • Recognises simple recurring literary language in stories and poetry. • Discusses their favourite words and phrases. • Continues to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. • Draws on what they already know or on background information and vocabulary provided by the teacher. • Checks that the text makes sense to them as they read and corrects inaccurate reading. • Makes inferences on the basis of what is being said and done. • Answers and asks questions. • Predicts what might happen on the basis of what has been read so far. 	<ul style="list-style-type: none"> • Proof-reads to check for errors in spelling, grammar and punctuation. • Reads aloud what they have written with appropriate intonation to make the meaning clear. • Shows understanding of formation of nouns, using suffixes such as: ness, er and by compounding (e.g. whiteboard, superman). • Shows understanding of formation of adjectives using suffixes such as: ful, less. • Some use of the suffixes er, est in adjectives. • Uses suffix: ly to turn adjectives into adverbs. • Uses subordination (using when, if, that, because) and co-ordination (using or, and, but). • Uses expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon). • Shows understanding of the grammatical patterns in a sentence, indicating its function as a statement, question, exclamation or command. • Correct choice and consistent use of present tense and past tense throughout writing. • Uses the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting). • Accurate use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Uses commas to separate items in a list. • Uses apostrophes to mark where letters are missing in spelling. • Uses apostrophes to mark singular possession in nouns (e.g. the girls name). • Spells by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. • Learns new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones. • Learns to spell common exception words. • Learns to spell more words with contracted forms. • Spells by learning the possessive apostrophe (singular). • Adds suffixes to spell longer words including ment, ness, ful ,less, ly.
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<p>and listening to what others say.</p> <p>Non fiction links -argument texts</p>	<ul style="list-style-type: none"> • Is aware that people use different kinds of speech in different circumstances; grows increasingly able to select and use appropriate registers. 	<ul style="list-style-type: none"> • Participates in discussion about books, poems and other works that are read to them and those that they can read for themselves. 	<ul style="list-style-type: none"> • Applies spelling rules and guidance, as listed in English Appendix 1
<p>Term 4 <u>Poetry</u></p> <p><u>Example texts</u></p>	<ul style="list-style-type: none"> • Listens and responds appropriately to adults and their peers. 	<ul style="list-style-type: none"> • Take turns and listens 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. 	<ul style="list-style-type: none"> • Writes from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
<p><u>Example texts</u></p> <p>-Micheal Rosens a-z</p>	<ul style="list-style-type: none"> • Maintains attention for longer periods of time, being able to participate actively in group conversations; maintains relevant topic during collaborative talk; responds to the comments of others; raises questions in a group. 	<p>NC Year 3 objectives</p> <ul style="list-style-type: none"> • Applies their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet. 	<ul style="list-style-type: none"> • Forms lower-case letters of the correct size relative to one another.
<p>Knowledge</p> <p>-to use figurative language - To discuss meanings of words and phrases that create humour - To use humorous verse as a structure for children to write</p>	<ul style="list-style-type: none"> • Considers different viewpoints; be able to listen. 	<ul style="list-style-type: none"> • Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 	<ul style="list-style-type: none"> • Starts using some of the diagonal and horizontal strokes needed to join letters and understands which letters, when adjacent to one another, are best left unjoined.
<p>-Variety of texts to be used to promote Cultural capital.</p>	<p>NC Year 4 objectives</p> <ul style="list-style-type: none"> • Asks relevant questions to extend their understanding and knowledge. 	<ul style="list-style-type: none"> • Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. 	<p>NC Year 3 objectives</p> <ul style="list-style-type: none"> • Discusses writing similar to that which they are planning to write and understands and learns from its structure, vocabulary and grammar.
<p>Skills</p> <p>-Independently recognises some different forms of poetry (e.g. free verse, narrative poetry). -sound effects in poetry (nonsense poems, tongue twisters, riddles) -To use similes, metaphors, personification -To discuss choice of words and phrases which describe and create impact (adjectives, verbs etc.). -mimicry or substitution; to invent own language puzzles, jokes, nonsense sentences. -Types of poems that could be covered:</p>	<ul style="list-style-type: none"> • Gives structured and appropriate descriptions, explanations and narratives for different purposes; expresses feelings appropriately. 	<ul style="list-style-type: none"> • Reads books that are structured in different ways and reads for a range of purposes • With support uses dictionaries to check the meaning of words that they have read. 	<ul style="list-style-type: none"> • Discusses and records ideas.
	<ul style="list-style-type: none"> • Articulates answers and opinions, beginning to be able to justify their response; understands that arguments depend upon point of view. 	<ul style="list-style-type: none"> • Develops their familiarity with an increasingly wide range of books, including fairy stories, myths and legends, and retelling some of these orally. 	<ul style="list-style-type: none"> • Composes and rehearses sentences orally (including dialogue), progressively building a varied and rich vocabulary, and an increasing range of sentence structures.
	<ul style="list-style-type: none"> • Gives structured and appropriate descriptions, explanations and narratives for different purposes; expresses feelings appropriately. 	<ul style="list-style-type: none"> • (With support) identifies themes and conventions in a wide range of books. 	<ul style="list-style-type: none"> • Makes some attempt to define paragraphs by organising ideas with related points placed next to each other. (e.g. one sentence paragraphs, or ideas loosely organised).
	<ul style="list-style-type: none"> • Uses spoken language to develop understanding through speculating, imagining and exploring ideas; begins to pose a hypothesis. 	<ul style="list-style-type: none"> • Prepares poems and plays to read aloud and to perform, showing understanding through some use of intonation, tone, volume and action. 	<ul style="list-style-type: none"> • In narratives creates settings, characters and plot, with some attempt to elaborate on basic information or events (e.g. nouns expanded by simple adjectives).
	<ul style="list-style-type: none"> • Speaks audibly and fluently, with an increasing command of Standard English. 	<ul style="list-style-type: none"> • (Beginning to) discuss words and phrases that capture the readers interest and imagination. 	<ul style="list-style-type: none"> • In non-narrative material, uses simple organisational devices (e.g. headings and sub-headings).
	<ul style="list-style-type: none"> • Participates in discussions, presentations and performances; 	<ul style="list-style-type: none"> • (With support) recognises some different forms of poetry (e.g. free verse, narrative poetry). 	<ul style="list-style-type: none"> • Assesses the effectiveness of their own and others writing and suggests improvements.

<p>- Kenning Poems; - Free Verse. Non fiction links Biography/auto biography</p>	<p>further develops skills in role play and improvisation; begins to understand the process of debate.</p> <ul style="list-style-type: none"> • Gains and maintains the interest of the listener, growing in the ability to monitor the listeners response and begins to make adjustments. 	<ul style="list-style-type: none"> • Checks that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text. • Is beginning to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and (with support) justifying inferences with evidence. • Makes basic predictions about what might happen based on details stated and implied. • (With some support) identifies main ideas drawn from more than one paragraph and makes a simple summary. • (With support) identifies how language, structure, and presentation contribute to meaning. • Retrieves and records information from non-fiction (supported where necessary). • Participates 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. 	<ul style="list-style-type: none"> • Uses the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box). • Shows knowledge of word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble). • Expresses time, place and cause using conjunctions (e.g. when, before, after, while, so, because). • Expresses time, place and cause using adverbs (e.g. then, next, soon, therefore). • Expresses time, place and cause using prepositions (e.g. before, after, during, in, because of). • Attempts to use paragraphs as a way to group related material. • Shows awareness of headings and sub-headings to aid presentation. • Makes some use of the present perfect form of verbs, instead of the simple past (e.g. 'He has gone out to play', contrasted with, 'He went out to play'). • Limited use of inverted commas to punctuate direct speech. • Uses further prefixes and suffixes and understands how to add them (Appendix 1) • Spells further homophones. • Identifies commonly misspelt words and attempts to correct them.
<p>Term 5 <u>Prose</u> -war of the worlds -holes -the reluctant time traveller -Nowhere emporium -a boy called hope -the girl of ink and stars</p> <p>Knowledge -Understanding of setting, character and plot of a story and use this to make inferences. -adapting the authors style of writing to begin developing their own. -Variety of texts to be used to promote Cultural capital.</p> <p>Skills - discuss their favourite phrases from a text and explain why. -become more confident in using fronted adverbials -can use speech effectively in their own writing. -Re reads chapters that have been read to them to make inferences and</p>	<ul style="list-style-type: none"> • Is aware that people use different kinds of speech in different circumstances; grows increasingly able to select and use appropriate registers. • Listens and responds appropriately to adults and their peers. • Maintains attention for longer periods of time, being able to participate actively in group conversations; maintains relevant topic during collaborative talk; responds to the comments of others; raises questions in a group. • Considers different viewpoints; be able to listen. <p>NC Year 5 Objectives</p> <ul style="list-style-type: none"> • Asks relevant questions to extend their understanding and knowledge. • Uses relevant strategies to build a vocabulary of increasing breadth and depth. • Articulates and justifies answers, arguments and opinions with increasing confidence. • Gives well-structured descriptions, explanations and narratives for different purposes; expresses feelings appropriately. 	<p>NC Year 4 objectives</p> <ul style="list-style-type: none"> • Applies their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet. • Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. • Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Reads books that are structured in different ways and reads for a range of purposes • Uses dictionaries to check the meaning of words that they have read. 	<ul style="list-style-type: none"> • Understands how to place the apostrophe in words with regular plurals (e.g. girls, boys) • Uses the first two or three letters of a word to check its spelling in a dictionary. • Writes from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. • Uses the diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to one another, are best left unjoined. • Increases the legibility, consistency and quality of their handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant. • Increases the legibility, consistency and quality of their handwriting, e.g. by ensuring that lines of writing are

<p>answer questions about a text. Non fiction links Non chronological reports</p>	<ul style="list-style-type: none"> • Uses spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. 	<ul style="list-style-type: none"> • Increases their familiarity with a wide range and variety of books, including fairy stories, myths and legends, and retelling some of these orally. 	<p>spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>
<p>Term 6 <u>Creative Project</u> <u>Example text</u> -kensukes kingdom Knowledge</p> <p>Speaking and listening focus -Variety of texts to be used to promote Cultural capital.</p> <p>Skills - Asks relevant questions to extend their understanding and knowledge. - Uses relevant strategies to build their vocabulary. - Gives structured and appropriate descriptions, explanations and narratives for different purposes; expresses feelings appropriately. - Uses spoken language to develop understanding through speculating, imagining and exploring ideas; begins to pose a hypothesis.</p> <p>Non fiction links Instruction texts</p>	<ul style="list-style-type: none"> • Speaks audibly and fluently with an increasing command of Standard English. • Participates in discussions, presentations and performances; further develops skills in role play and improvisation; participates in debates. • Gains, maintains and monitors the interest of the listener/s. • Is more confident to select and use appropriate registers for effective communication. • Listens and responds appropriately and selectively to adults and their peers. • Maintains attention, being able to participate actively in collaborative conversations, staying on topic; initiates and responds to the comments of others; raises questions in a group. • Considers and evaluates different viewpoints; attends to and builds on the contributions of others. 	<ul style="list-style-type: none"> • Independently identifies themes and conventions in a wide range of books. • Prepares poems and plays to read aloud and to perform, showing understanding through increasing use of appropriate intonation, tone, volume and action. • Identifies and discusses words and phrases that capture the readers interest and imagination. • Independently recognises some different forms of poetry (e.g. free verse, narrative poetry). • Checks that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. • Asks relevant questions to improve and develop their understanding of a text. • Draws inferences such as inferring characters feelings, thoughts and motives from their actions, and justifies inferences with relevant evidence. • Makes reasoned predictions of what might happen clearly derived from details both stated and implied. • Independently identifies main ideas drawn from more than one paragraph and summarises these accurately and concisely. • Identify how language, structure, and presentation contribute to meaning. • Independently retrieves and confidently records information from non-fiction. • Participates 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. <p>NC Year 5 Objectives</p> <ul style="list-style-type: none"> • Applies their growing knowledge of root words, prefixes and suffixes (etymology and 	<p>NC Year 4 objectives</p> <ul style="list-style-type: none"> • Discusses writing similar to that which they are planning to write and understands and learns from its structure, vocabulary and grammar. • Discusses and records ideas. • Composes and rehearses sentences orally (including dialogue), progressively building a varied and rich vocabulary, and an increasing range of sentence structures. • Organises paragraphs around a theme: paragraphs/ sections help to organise content. • In narratives creates settings, characters and plot, with some ideas and material developed in detail (e.g. descriptions elaborated by adverbial and expanded noun phrases). • In non-narrative material, uses simple organisational devices (e.g. headings and sub-headings). • Assesses the effectiveness of their own and others writing and suggests improvements. • Proposes changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. • Proof-reads for errors in spelling and punctuation. • Reads aloud their own writing, to a group or the whole class, using appropriate intonation and controls the tone and volume, so that the meaning is clear. • Understands the grammatical difference between plural and possessives • Most of the time uses appropriate standard English forms for verb inflections instead of local spoken forms (e.g. 'we were' instead of 'we was', or 'I did' instead of 'I done'). • Uses expanded noun phrases, by adding modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair). • Uses fronted adverbials (eg 'Later that day, I heard the bad news'). • Uses paragraphs to organise ideas around a theme. • Makes appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. • Uses inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end

		<p>morphology), both to read aloud and to understand the meaning of new words they meet.</p> <ul style="list-style-type: none"> • Maintains positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Reads books that are structured in different ways and reading for a range of purposes • Increases 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. • Recommends books that they have read to their peers, giving reasons for their choices which illustrate a general awareness of the writers purpose and effect on the reader. • Identifies and discusses themes and conventions in and across a wide range of writing. Comments identify similarities and differences between texts e.g narrative conventions in traditional tales or stories from different cultures, ballads etc. • Makes comparisons within and across books, commenting on similarities and differences between texts, with some explanation. • Learns a wide range of poetry by heart. • Prepares 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. • Checks that the book makes sense to them by discussing their understanding and exploring the meaning of words in context. • Asks questions to improve their understanding and explore ideas. • Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifies inferences 	<p>punctuation within inverted commas: The conductor shouted 'Sit down!')</p> <ul style="list-style-type: none"> • Some correct use of apostrophes to mark plural possession (e.g. the girl's name, the girls' names). • Uses commas after fronted adverbials(e.g. 'Later that day, I heard the bad news'). • Uses further prefixes and suffixes and understands how to add them (Appendix 1) • Spells further homophones. • Identifies commonly misspelt words and corrects them. (See Appendix 1) • Understands how to place the apostrophe in words with regular plurals (e.g. girls', boys') and in words with irregular plurals (e.g. children's). • Use the first two or three letters of a word to check its spelling in a dictionary. • Writes from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. • Uses the diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to one another, are best left unjoined. • Increases the legibility, consistency and quality of their handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant. • Increases the legibility, consistency and quality of their handwriting, e.g. by ensuring that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. <p>NC Year 5 Objectives</p> <ul style="list-style-type: none"> • Identifies the audience for and purpose of the writing. Selects the appropriate form and uses other similar writing as a model for their own writing. • Makes notes and develops initial ideas, drawing on reading and research where necessary. • When developing characters and settings for a narrative, the pupil considers what has been learned from their experience of reading, listening to and watching the work of real authors. • Selects appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. A reasonably wide vocabulary is often chosen for effect.
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		<p>with evidence. (Comments are developed drawing on evidence across the text).</p> <ul style="list-style-type: none"> • Predicts what might happen from details stated and implied. Justifies predictions with specific textual references. • Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. • Identifies how language, structure and presentation contribute to meaning. Shows general awareness of writer's craft. • Distinguish between statements of fact and opinion. • Retrieve, record and present information from non-fiction. Relevant points clearly identified from all areas of the text. • Discusses and evaluates how authors use language, including figurative language, considering the impact on the reader and showing some awareness of the effect of different language choices. Beginning to use some technical terminology to describe language where needed (eg simile, metaphor). • 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. • Explains and discusses their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. • Provides reasoned justifications for their views, supporting them with relevant textual reference or quotation. 	<ul style="list-style-type: none"> • In narratives, describes settings, characters and atmosphere and integrates dialogue to convey character and advance the action. • Attempts to precis longer passages. • Uses a wide range of devices to build cohesion within and across paragraphs. • Uses further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). • Assesses the effectiveness of their own, and others writing. • Proposes changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • Ensures the consistent and correct use of tense throughout a piece of writing. • Ensures correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing, and choosing the appropriate register. • Proof-reads for errors in spelling and punctuation. • Understands how to convert nouns or adjectives into verbs using suffixes (e.g. ate; ise; ify). • Knowledge of verb prefixes (e.g. dis , de , mis , over and re). • Uses relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. • Indicates degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must). • Uses a range of devices to build cohesion within a paragraph (e.g. then, after that, this, firstly). • Uses a range of linking ideas across paragraphs: adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before). • Uses brackets, dashes or commas to indicate parenthesis. • Uses commas to clarify meaning or avoid ambiguity. • Uses further prefixes and suffixes and understands the guidelines for adding them. • Spells some words with silent letters, e.g. knight, psalm, solemn. • Continues to distinguish between homophones and other words which are often confused. • Uses knowledge of morphology and etymology in spelling and understands that the spellings of some words need to be learnt specifically, as listed in Appendix 1. • Uses dictionaries to check the spelling and meaning of words.
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