



English Curriculum



The English Curriculum at Glenmere Community Primary School

Here at Glenmere Community Primary School, we believe that our English curriculum should excite, engage and enthuse pupils, enabling them to communicate both written and verbally.

Our English curriculum is split into the following:

Phonics and Early Reading

Speaking and Listening

Reading

Writing

- Transcription (handwriting and spelling)
- Composition
- Grammar and punctuation



Phonics



Statement of Intent

The aims of our reading curriculum is for children to become more fluent and effective readers who have a rich vocabulary and enjoy reading for pleasure.

Implementation

Through the teaching of phonics, children are taught the essential skills needed for reading. At Glenmere we use Rocket Phonics as a systematic synthetic phonics programme. All teaching and materials are used to support the teaching within these lessons. Phonics is taught daily to all children in Reception, and KS1. All pupils are provided with fully decodable books and these are introduced when all the grapheme phoneme correspondences have been taught.

Extra support is provided to those in Year 2 who have not passed phonics screening in Year 1 and interventions are planned for those children who are working below expected levels. Once children move into Year 3, we teach phonics as an intervention for those who are still identified as needing support with reading, alongside other reading comprehension interventions.

There is the phonic overview which we follow, in line with Rocket Phonics. We will ensure all sounds are taught within the half term, however, to keep the pace of learning at the rate which enables pupil to make the accelerated progress, sounds will be taught at a pace needed for pupils. Once all sounds have been taught for the half term, there will be opportunity for consolidation and intervention.

Impact

The teaching of phonics starts as soon as children join reception. Assessments are completed at the start of Reception and Year 1 and then formative assessments are carried out within daily and weekly teaching through observations. End of half-term assessments are also used as a tool to identify strengths and next steps.

In the summer term of Year 1 there is a national phonics test where children have to read 40 real and alien words to check their understanding of phonics.

Phonics Long Term Overview – Rocket Phonics

Reception						
Sounds	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	s, a, t, l, p, n, m, d, g, o, k as in cat, k as in kite	k as in duck, e, u, r, h, b, f as in frog and cliff, l as in ladder, l as in shell, s as in dress	j, v, w, k + s as in fox y z as in zebra and fizzy z as in bugs k + w as in queen	ch, sh, th as in thumb and feather, n + g as in ring ai ee ight oa oo as in book oo as in moon	ar, or, ur, ou as in owl, oi, eer as in ear air y + oor as in manure uh as in hammer	w as in wheel, f as in dolphin, ai as in crayon, ai as in cake, ai as in acorn, ee ad in scene, ee as in shield, ee as in peach
Tricky words (sight read words)	l, the, go, to, no, into		He, she, we, me, be, was, my, you, her, they, all, are		Some, one, said, come, do, so, were, when, have, there, out, like, little, what	

Year 1						
Sounds	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	lgh as in child, igh as in time, igh as in pie, igh as in spy, oa as in rope,	Y + oo as in unicorn, short oo as in push, y + oo as in cube,	Or as in astronaut, or as in strawberry, oa as in shoulder, long oo as in soup, short oo as in	S as in celery, j as in giraffe, e as in bread, s as in house, s as in fence,	ul as in bottle, t as in mixed, d as in drilled, m as in comb, n as in knot,	ch + u as in picture, i as in pyramid, s as in scissors, s as in whistle, o as in watch,

	oa as in snow, oa as in toe, oa as in piano, ee as in happy, ee as in key	long oo as in flute, y + oo as in statue, long oo as in blue, y + oo as in news, long oo as in screw, ur as in herbs, ur as in bird, ou as in cloud, oi as in toy	should, ar in in father and palm, ur as in pearl and world, eer as in deer and here, air as in square, bear and there, or as in ball, or as in four, or as in core, or as in door, or as in daughter	k as in school, sh as in chef, j as in bridge, j as in package, uh as in mother	n as in sign, r as in writing, ch as in hatching, zh as in treasure, television, collage	sh as in station, sh as in musician, sh as in percussion
Tricky words (sight read words)	Some, one, said, come, do, so, were, when, have, there, out, like, little, what	Oh, their, people, Mr, Mrs, looked, called, asked, could, water, where	Who again, thought, through, many, laughed, because, any, eyes, friends, once, please	Oh, their, people, Mr, Mrs, looked, called, asked, could, water, where	Oh, their, people, Mr, Mrs, looked, called, asked, could, water, where	Who again, thought, through, many, laughed, because, any, eyes, friends, once, please

Year 2						
Sounds	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	/ai/ ai, ay, play, rain a-e, a: raked, acorn eigh, ei: sleigh, reins ea, ey: prey, steak	/w/ w: wet wh: whisk /f/ f, ff: stuff, fish ph: elephants	/or/ or, au: morning, autumn aw: straw al: tall ar, a: water, warm	/eer/ ear: tearful ear: nearly eer: peered ere: cashmere /air/ air: hair	/t/ t, tt: spat, kettle ed: stopped /d/ d, dd: muddy, had ed: closed /n/ n, nn: dinner, land	/i/ i: king y: myths /o/ o: fox (w)a (qu)a: wasp, squad

/ee/ ee, e-e: compete, three ie: field ea, y: team, jolly ey, e: monkey, behind /igh/ igh, i: sight, child i-e: nine ie: pie y: shy /oa/ oa: boat o-e: bone ow: show oe, o: hero, toe	long /oo/ oo: pool u-e, ou: rude, you ue: clue ew: grew /y+oo/ u: unit u-e: cube ue: argue ew: dew short /oo/ oo: football u, oul: pushed, would /ar/ ar: hard a, al: palm, calf	/or/ our: pour ore: more oor: doorway augh: taught /ur/ ur, er: her, fur ir: bird ear: learn or: worm /ou/ ou: shout ow: crown /oi/ oi: coin oy: toy	are: aware ear: pears ere: somewhere /s/ s, ss: glass, first c: cell, city se, ce: house, police sc, st: scent, listen /j/ j: joined g: giant dge: badge ge: huge	kn, gn: know, knit /m/ m, mm: swimming, time mb: lamb /k/ c, k: catch, kick ck, ch: school, chuckle /r/ r, rr: berries, fruit wr: wrote, wrong /l/ l: look ll: hilltop /ul/ le, il: pupil, middle al, el: general, barrel	/e/ e: yellow ea: bread /zh/ s, si: vision ge: beige /ch/ ch: chicken Tch: patchwork /ch+u/ ture: picture sh/ sh: shell ch: chalet ti ci: station, option, optician ssi: permission, session
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Reading



Implementation

Reading is at the core of everything we do, acting as a key life skill that provides access to all aspects of the curriculum. At Glenmere, children learn both the skills of reading using their knowledge of phonics in EYFS and Key Stage 1 and how to become competent readers as well as teaching the skills of comprehension.

Reading is taught three times a week with whole class reading lessons (VIPERS) or 30-minute phonics lessons daily in EYFS and Year 1 – the teaching of phonics continues into Year 2. Lessons use a variety of different stimulus: picture books, video clips, extracts from books, short texts and pictures.

In order to ensure even coverage of the curriculum, we use VIPERS to cover the content domains in line with the expectations at the end of Key Stages 1 and 2. These are taught explicitly within reading lessons. Teachers reference these during explicit teaching of reading skills.

- V – Vocabulary (**give/explain meaning of words in context 2a – explain how meaning is enhanced through choice and words and phrases 2g**)
- I – Inference (**make inferences from the text/explain and justify inferences with evidence from the text 2d**)
- P – Prediction (**predict what might happen from detailed stated and implied 2e**)
- E – Explain (**identify/explain how information/narrative content is related and contributes to meaning as a whole 2f**)
- R – Retrieval (**retrieve and record information 2b**)
- S – Summarise (**summarise main ideas 2c**)

During these lessons, pupils have the opportunity to discuss the use of language, widen their vocabulary and develop their levels of comprehension. Lessons are based on good quality literature with a focus on developing answers to reading questions.

The explicit teaching of reading takes place either whole class or in small guided groups, depending on the year groups preference based on their cohorts needs.

For individual reading in EYFS, Year 1 and Year 2 we use Rocket Phonics reading books in line with the SSP programme. These are fully decodable and are given once children are confident with all their grapheme phoneme correspondence within the given book band. Pupils in KS2 may also access these books where phonics still needs to be taught.

Within book bands in Year 2, we continue to use Rising Star with Comet Street Kids up to gold. Pupils in Year 3 will access Rising Stars Galaxy for Lime and Brown book band. This is there to aid the transition from Key Stage 1 to Key Stage 2. Moving into Upper Key Stage 2, there is a wider variety of genres covered, looking at longer novels and more detailed texts, using books from Badger Learning moving pupils up to Black in Year 6. Once children are fluent decoders, in each class there will be a selection of books which are pitched at the level expected in the given year group – with books to also challenge and support – this will be where children are able to choose their home reading book from. This is aimed to encourage the element of reading for pleasure element of home reading. Children at Glenmere are also encouraged to have a 'Reading for Pleasure' book from the wealth of books within the classroom - or alternatively with reluctant readers or pupils in Key Stage 1, a book to read with a parent/carer. We believe that active encouragement of reading for pleasure is a core part of every child's education entitlement whatever their background or attainment. In order to promote reading for pleasure at Glenmere we have included the following:

- All pupils are encouraged to have a reading for pleasure book as well as their book banded books
- All classrooms have reading for pleasure books in reading corners/areas within the classroom
- Each year group has a time class reading book where the teacher reads for pleasure
- Reading for pleasure slots are planned into the school timetable
- Reading Squad are employed and run the reading zone within the quiet area during lunch times.
- Book Swap Shop
- Reading Newsletters

The use of Pupil Premium funding is used to support reading. Specific pupils are targeted to ensure that they are given regular 1:1 reading time with clear and specific questioning.

At Glenmere we use the PM Benchmarking kit to assess children's reading. It allows us to identify children's instructional or independent reading levels using fiction and non-fiction texts, identify the knowledge, skills and strategies children use when reading unseen texts, assess children's fluency when they read aloud, along with assessing children's retelling strategies and it helps to determine children's comprehension and understandings within and beyond the text.

Boom Reader is used to track reading both at home and at school. Running records with the children to help to ensure that children are reading books pitched at their reading ability, but the Benchmarking kit will ensure a more accurate picture.

Impact

Impact of the reading curriculum will be monitored in a variety of different way, including the use of learning walks, observations and book looks especially within the teaching of the comprehension side of the curriculum with VIPERS. The use of pupil voice will also be crucial in gaining an understanding of pupil perspective of reading across the school. To ensure books are pitched accurately to ensure pupils are making rapid progress, monitoring of reading folders/diaries, interventions and 1:1 are carried out. Termly assessments are then completed to monitor and evaluate progress in relation to previous key stage.

Authors Across the School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Mick Inkpen	Jill Murphy	Kjartan Poskitt	Nathan Bryon	Jane Porter	Giles Andreae
Year 1	Julia Donaldson	Jill Murphy	Harry Woodgate	Tom Percival	Tracey Corderoy	Kim Hillyard
Year 2	Oliver Jeffers	Anthony Browne	Carol-Anne Duffy	Jill Thomlinson	Judy Waite	Roald Dahl
Year 3	Lisa Thompson	Vashti Harrison	Andy Stanton	Ted Hughes	Valerie Bloom	Dick King-Smith
Year 4	Anne Fine	Michael Morpurgo	Peter Brown	Hannah Gold	Jenny McLachlan	EB White
Year 5	Tony Bradman	Onjali Q Rauf	Marcus Rashford	Floelle Benjamin	Louis Sacher	Benjamin Dean
Year 6	Phil Earle	Katya Balen	Benjamin Zephaniah	RJ Palacio	Polly Ho-Yen	Matt Goodfellow

Reading Progression - VIPERS

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary	Shows an understanding of common words and familiar everyday phrases in a story that is read to/with them	• discuss word meanings, linking new meanings to those already known • draw upon knowledge of vocabulary in order to understand the text • join in with predictable phrases • use vocabulary given by the teacher • discuss his/her favourite words and phrases	• discuss and clarify the meanings of words; link new meanings to known vocabulary • discuss their favourite words and phrases • recognise some recurring language in stories and poems	• use dictionaries to check the meaning of words that they have read • discuss words that capture the readers interest or imagination • identify how language choices help build meaning • find the meaning of new words using substitution within a sentence	• use a dictionary to check the meaning of words that they have read • use a thesaurus to find synonyms • discuss why words have been chosen and the effect these have on the reader • explain how words can capture the interest of the reader • discuss new and unusual vocabulary and clarify the meaning of these • find the meaning of new words using the context of the sentence	• explore the meaning of words in context, confidently using a dictionary • discuss how the author's choice of language impacts the reader • evaluate the authors use of language • investigate alternative word choices that could be made • begin to look at the use of figurative language • use a thesaurus to find synonyms for a larger variety of words • re-write passages using alternative word choices • read around the word' and *explore its meaning in the broader context of a section or paragraph	• evaluate how the authors' use of language impacts upon the reader • find examples of figurative language and how this impacts the reader and contributes to meaning or mood • discuss how presentation and structure contribute to meaning • explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Inference	Makes simple inferences about a character's feelings to answer 'why do you think...?'	• children make basic inferences about characters' feelings by using what they say as evidence • infer basic points with direct reference to the pictures and words in the text • discuss the significance of the title and events • demonstrate simple inference from the text based on what is said and done	• make inferences about characters' feelings using what they say and do • infer basic points and begin, with support, to pick up on subtler references • answer and ask questions and modify answers as the story progresses • use pictures or words to make inferences	• children can infer characters' feelings, thoughts and motives from their stated actions • justify inferences by referencing a specific point in the text • ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives • make inferences about actions or events	• ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions) • infer characters' feelings, thoughts and motives from their stated actions • consolidate the skill of justifying them using a specific reference point in the text • use more than one piece of evidence to justify their answer	• draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence • make inferences about actions, feelings, events or states • use figurative language to infer meaning • give one or two pieces of evidence to support the point they are making • begin to draw evidence from more than one place across a text	• draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence • discuss how characters change and develop through texts by drawing inferences based on indirect clues • make inferences about events, feelings, states backing these up with evidence • infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. They can draw evidence from different places across the text

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Predict	Suggest how the story might end. Make a simple prediction about what might happen next in a book that they are reading (of has been read to them)	• predict what might happen on the basis of what has been read so far in terms of story, character and plot • make simple predictions based on the story and on their own life experience. • begin to explain these ideas verbally or through pictures	• predict what might happen on the basis of what has been read in terms of plot, character and language so far • make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them	• justify predictions using evidence from the text • use relevant prior knowledge to make predictions and justify them. • use details from the text to form further predictions	• justify predictions using evidence from the text • use relevant prior knowledge as well as details from the text to form predictions and to justify them • monitor these predictions and compare them with the text as they read on	• predict what might happen from details stated and implied • support predictions with relevant evidence from the text • confirm and modify predictions as they read on	• predict what might happen from details stated and implied • support predictions by using relevant evidence from the text • confirm and modify predictions in light of new information

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Explaining	Give a simple opinion about whether they liked the book/story or not, giving a simple reason why	• give own opinion including likes and dislikes (not NC objective) • link what they read or hear to their own experiences • explain clearly own understanding of what has been read to them • express views about events or characters	• explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves • express own views about a book or poem • discuss some similarities between books • listen to the opinion of others	• discuss the features of a wide range of fiction, poetry, plays, non-fiction and reference books • identify how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts • recognise authorial choices and the purpose of these	• discuss words and phrases that capture the reader's interest and imagination • identify how language, structure, and presentation contribute to meaning • recognise authorial choices and the purpose of these	• provide increasingly reasoned justification for own views • recommend books for peers in detail • give reasons for authorial choices • begin to challenge points of view • begin to distinguish between fact and opinion • identify how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • explain and discuss own understanding of what they have read, including through formal presentations and debates	• provide increasingly reasoned justification for own views • recommend books for peers in detail • give reasons for authorial choices • begin to challenge points of view • begin to distinguish between fact and opinion • identify how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • explain and discuss own understanding of what they have read, including through formal presentations and debates • distinguish between fact, opinion and bias explaining how they know this

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Retrieval	Retrieves information from pictures in a book, in response to a simple question Says something about who was in the story, what happened and/or where it took place	• answer a question about what has just happened in a story • develop own knowledge of retrieval through images • recognize characters, events, titles and information • recognize differences between fiction and non-fiction texts • retrieve information by finding a few key words • Contribute ideas and thoughts in discussion	• independently read and answer simple questions about what has just been read • ask and answer retrieval questions • draw on previously taught knowledge • remember significant event and key information about the text that they have read • Monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read	• use contents page and subheadings to locate information • learn the skill of 'skim and scan' to retrieve details • begin to use quotations from the text • retrieve and record information from a fiction text • retrieve information from a non-fiction text	• confidently skim and scan texts to record details • use relevant quotes to support own answers to questions • retrieve and record information from a fiction or non-fiction text	• confidently skim and scan, and also use the skill of reading before and after to retrieve information • use evidence from across larger sections of text • read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts • retrieve, record and present information from non-fiction texts • ask own questions and follow a line of enquiry	• confidently skim and scan, and also use the skill of reading before and after to retrieve information *use evidence from across whole chapters or texts • read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts • retrieve, record and present information from a wide variety of non-fiction texts • ask own questions and follow a line of enquiry

Sequence/Summarise	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Remember 2 or 3 events from a familiar story (in the correct order)	• retell familiar stories orally e.g. fairy stories and traditional tales • sequence the events of a story they are familiar with • begin to discuss how events are linked	• discuss the sequence of events in books and how items of information are related • retell using a wider variety of story language • order events from the text • begin to discuss how events are linked focusing on the main content of the story	• identify main ideas drawn from a key paragraph or page and summarise these • begin to distinguish between the important and less important information in a text • give a brief verbal summary of a story • teachers begin to model how to record summary writing • identify themes from a wide range of books • make simple notes from one source of writing	• use skills developed in year three in order to write a brief summary of main points, identifying and using important information • identify main ideas drawn from more than one paragraph • identify themes from a wide range of books • summarise whole paragraphs, chapters or texts • highlight key information and record it in bullet points, diagrams, maps etc	• summarise the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas • make connections between information across the text and include this in an answer • discuss the themes or conventions from a chapter or text • identify themes across a wide range of writing	• summarise information from across a text and link information by analysing and evaluating ideas between sections of the text • summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas • make comparisons across different books • summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs



Writing



English Statement of Intent

To deliver an exciting, innovative English curriculum which enables and empowers children's written and oral communication and creativity through collaboration and engagement with a variety of high quality texts.

Implementation

At Glenmere, writing is taught daily in English lesson through steps that are incremental and small with a wealth of deliberate practice. Units are centred around different purposes for writing: to inform, entertain, discuss and persuade. Each year group has a focus of a particular purpose per half-term: in EYFS they begin by writing to entertain, in KS1 they write to inform and entertain, in LKS2 they write to inform, entertain and persuade and in UKS2 they write to inform, entertain, persuade and discuss. This allows knowledge and skills to be mastered. There is a clear and systematic process over a 6 week unit. Units are 6 weeks long where the first two weeks builds the grammatical and technical skills required for the unit, using small steps from STEP Academy Trust, followed by two weeks of high quality teacher modelling and model texts with opportunities to apply the grammar previously taught, leading into an independent piece of writing where children are explicitly taught how to plan, draft, revise and edit their writing. Objectives are revisited within units, building on previous learning.

Our writing curriculum has a number of different elements: handwriting and spelling (transcription), composition and grammar and punctuation – all of which then contribute to well composed pieces of work

Handwriting and Spelling

A structured programme of spelling is implemented across the school, starting with phonics in EYFS and Key Stage 1 (further information can be found in phonics and early reading). As pupils progress the introduction of the Spelling Scheme is made, which includes explicit teaching as well as within writing lessons. As a school, we follow a cursive handwriting. This is first introduced in EYFS and taught through to Year 6. The teaching of handwriting begins by teaching letter formation within different families, to ensure the strokes are explicitly taught. Children are taught to use the correct letter formation, sizing and joins which are expected to be applied within their work across the curriculum

Composition

At Glenmere, children are exposed to a range of genres. Within the English Curriculum, each year group has a Yearly Overview, including both fiction and non-fiction, as well as poetry. Units are then split into 3 phases: building on grammatical knowledge and

understanding, sentence stacking – which includes a wealth of modelled writing from the teacher – and then the independent application where children plan, draft, revise and edit. This is an opportunity for pupils to independently apply the skills they have obtained which will then be assessed against the National Curriculum. Working Walls play a vital role in supporting the teaching and learning in the classrooms, displaying vocabulary, story maps, ‘model’ texts shared write and grammatical elements. Children are expected and encouraged to use these walls to support their writing throughout.

Grammar and Punctuation

We believe that grammar should be taught in context and, therefore, is taught within the English lessons and applied across the curriculum.

Impact

Throughout our units of work, ongoing assessments are made by teachers: observations, discussions, marking and feedback as well as questioning to identify understanding. Teacher assessment books are used within lessons where comments and notes linked to the learning and next steps daily are recorded. Within each unit, children produce an independent write which form a basis for assessment. Teachers assess the work which publishes and mark against ‘Teaching Assessment Framework’. Pupils use the ‘Assessment Framework’ as a tool for target setting alongside the teacher. Termly assessments are then completed to monitor and evaluate progress in relation to previous key stages. The use of Air (AI marking) is used to upload final pieces of work, mark against key objectives and TAFS and provide next steps for individuals

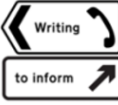
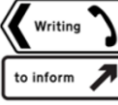
Impact is also monitored through the use of learning walks, observations and book looks as well as the use of pupil voice across the school.

Year by Year Overview

Reception

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Autumn Term 1	28.08 Baseline	04.09 Baseline	11.09 Goldilocks and the three bears	18.09 Goldilocks and the three bears	25.09 Little Red Riding Hood	02.10 Little Red Riding Hood	09.10 Little Red Riding Hood	October Half term	
Autumn Term 2	23.10 Room on a broom	30.10 Room on a broom	06.11 Room on a broom	13.11 We're going on a bear hunt	20.11 We're going on a bear hunt	27.11 We're going on a beat hunt	04.12 The Gruffalo	11.12 The Gruffalo	18.12 The Gruffalo
Spring Term 1	08.01 Dear Zoo	15.01 Dear zoo	22.01 Dear zoo	29.01 Handa's surprise	05.02 Handa's surprise	12.02 Handa's surprise	February Half Term		
Spring Term 2	26.02 Farmer Duck	04.03 Farmer Duck	11.03 Farmer Duck	18.03 Farmer Duck	Easter Break				
Summer Term 1	08.04 The Very Hungry Caterpillar	15.04 The Very Hungry Caterpillar	22.04 The Very Hungry Caterpillar	29.04 Jack and the beanstalk	06.05 Jack and the beanstalk	13.05 Jack and the beanstalk	20.05 Jack and the beanstalk	May half term	
Summer Term 2	03.06 Sharing a shell	10.06 Sharing a shell	17.06 Sharing a shell	24.06 Sharing a shell	01.07 Transitional writing	08.07 Transitional writing	School closes		
Authors of the Half Term					Focus Texts/Books in VIPERS				
Aut 1 – Mick Inkpen Aut 2 – Jill Murray Spr 1 – Kjartan Poskitt Spr 2 – Nathan Byron Sum 1 – Jane Porter Sum 2 – Giles Andreae					Aut 1 -Goldilocks, Red Riding Hood Aut 2 – Room on the Broom, We're Going on a Bear Hunt, The Gruffalo Spr 1 – Dear Zoo, Handa's surprise Spr 2 – Rosie's Walk, Farmer Duck Sum 1 – The Hungry Caterpillar, Jack and the Beanstalk Sum 2 – Sharing a shell				

Year 1									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Aut Term 1 	Whole School Writing week	Funny Bones (Narrative)						October Half term	
Aut Term 2 	Whole School Poetry Week	Traditional Tales (Narrative)						Christmas Holidays	
Spr Term 1 	Zoo Animals Wild Animals: a Mix and Match Book (Expository Writing)						February Half Term		
Spr Term 2 	Whatever Next (Narrative)				Easter Break				
Sum Term 1 	Moon Landing (Expository Writing)				May half term				
Sum Term 2 	Princess and the Pea (Narrative)					Summer Holidays			
Authors of the Half Term									
Aut 1: Julia Donaldson Aut 2: Jill Murphy Spr 1: Harry Woodgate Spr 2: Tom Percival Sum 1: Tracey Corderoy Sum 2: Kim Hillyard									

Year 2									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Aut Term 1 	Whole School Writing week	The Lighthouse Keepers Lunch (Narrative)						October Half term	
Aut Term 2 	Whole School Poetry Week	Twisted Traditional Tales (Narrative)						Christmas Holidays	
Spr Term 1 	Famous Women in History (Expository Writing)					February Half Term			
Spr Term 2 	Vlad and the Great Fire of London (Narrative)				Easter Break				
Sum Term 1 	Great Fire of London (Expository Writing)				May half term				
Sum Term 2 	The Tear Thief (Narrative)					Summer Holidays			
Authors of the Half Term			Focus Texts/Books in VIPERS						
Aut 1: Oliver Jeffers Aut 2: Anthony Browne Spr 1: Carol-Anne Duffy Spr 2: Jill Thomlinson Sum 1: Judy Waite Sum 2: Roald Dahl			Aut 1: Lost and Found, How to Catch a Star, The Day the Crayons Quid, Black History Month Fact Files) Aut 2: Gorilla, Voices in the Park, Zoo and The Tunnel and Excitable Edgar – John Lewis Advert Spr 1: The Tear Thief, The Lost Happy Endings Spr 2: The Owl who was Afraid of the Dark, The Cat Who Wanted to Go Home Sum 1: The Storm Seal, Mouse Look Out, The Stray Kitten Sum 2: The Twits, George’s Marvellous Medicine						

Year 3									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Aut Term 1 	Whole School Writing week	Escape from Pompeii (Narrative)						October Half term	
Aut Term 2 	Whole School Poetry Week	Who was Richard III? (Expository Writing)						Christmas Holidays	
Spr Term 1 	Greta and the Giants (Expository Writing)					February Half Term			
Spr Term 2 	The Iron Man (Narrative)				Easter Break				
Sum Term 1 	Animals in the Wild (Expository Writing)				May half term				
Sum Term 2 	TBC (Narrative)					Summer Holidays			
<u>Authors of the Half Term</u>				<u>Focus Texts/Books in VIPERS</u>					
Aut 1: Lisa Thompson Aut 2: Vashti Harrison Spr 1: Andy Stanton Spr 2: Ted Hughes Sum 1: Valerie Bloom Sum 2: Dick King-Smith				Aut 1: Owen and the solidier, Question Time – Michaela Morgan, Partly Cloudy - Pixar Aut 2: African Elephants – non-fiction, For the Birds – Pixar, Aristotle Spr 1: Dragons and Giants, Mr Gum Spr 2: The Iron Man, Jungle, Who is Paddington Bear? Sum 1: James and the Giant Peach, Piper, Dick King Smith: A Biography Sum 2: Hodgeheg, The Eye Pod Adventures, Dinosaur Facts					

Year 4									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Aut Term 1 	Whole School Writing week	Journey to Jo-burg (Narrative)						October Half term	
Aut Term 2 	Whole School Poetry Week	Why are rainforests important? (Expository Writing)						Christmas Holidays	
Spr Term 1 	How to save our planet (Expository Writing)						February Half Term		
Spr Term 2 	The Lion, The Witch and the Wardrobe (Narrative)				Easter Break				
Sum Term 1 	Horrible Histories – The Romans (Expository Writing)				May half term				
Sum Term 2 	Charlotte’s web (Narrative)					Summer Holidays			
<u>Authors of the Half Term</u>			<u>Focus Texts/Books in VIPERS</u>						
Aut 1: Anne Fine Aut 2: Michael Morpurgo Spr 1: Peter Brown Spr 2: Hannah Gold Sum 1: Jenny McLachlan Sum 2: EB White			Aut 1: Bill’s New Frock Aut 2: The Butterfly Lion, Teeth and their functions, Remembrance Day, Firework Night by Enid Blyton Spr 1: The Wild Robot, Romans, Colonel Fazackerley Butterworth-Toast by Charles Causley (poetry) Spr 2: The Last Bear and The Lost Whale, Sum 1: The Land of Roar, The Star by Sara Teasdale and It Couldn't Be Done by Edgar A. Guest (poetry) Sum 2: Charlotte’s Web, The Water Cycle						

Year 5									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Aut Term 1 	Whole School Writing week	Viking Sagas – Anglo Saxon Boy (Narrative)						October Half term	
Aut Term 2 	Whole School Poetry Week	Life as a Saxon (Expository Writing)						Christmas Holidays	
Spr Term 1 	Discussion linked to Personal Development						February Half Term		
Spr Term 2 	The Highway Man (Narrative)				Easter Break				
Sum Term 1 	Plastic Pollution (persuasive argument)				May half term				
Sum Term 2 	Holes (Narrative)					Summer Holidays			
<u>Authors of the Half Term</u>					<u>Focus Texts/Books in VIPERS</u>				
Aut 1: Priscilla Mante Aut 2: Onjali Q Ruaf Spr 1: Marcus Rashford Spr 2: Floella Benjamin Sum 1: Louis Sacher Sum 2: Benjamin Dean					Aut 1: Viking Boy; autumn poetry; Viking information texts Aut 2: Boy at the back of the class; poetry relating to refugee Spr 1: You Are a Champion Spr 2: Coming to England Sum 1: Holes Sum 2: Me, My Dad and the End of the Rainbow				

Year 6									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Aut Term 1 	Whole School Writing week	Rose Blanche (Narrative)						October Half term	
Aut Term 2 	Whole School Poetry Week	What was life like during World War 2? (Expository Writing)						Christmas Holidays	
Spr Term 1 	TBC						February Half Term		
Spr Term 2 	Tom’s Midnight Garden (Narrative)				Easter Break				
Sum Term 1 	Why should we be using renewable energies? Persuasive essay				May half term				
Sum Term 2 	The Explorer (Narrative)					Summer Holidays			
<u>Authors of the Half Term</u>					<u>Focus Texts/Books in VIPERS</u>				
Aut 1: Phil Earle Aut 2: Katya Balen Spr 1: Benjamin Zephaniah Spr 2: RJ Palacio Sum 1: Polly Ho-Yen Sum 2: Matt Goodfellow					Aut 1: When the Sky Falls and Rose Blanche Aut 2: The Tyger by William Blake and October October Spr 1: The Windrush Child Spr 2: Wonder Sum 1: Fly Me Home Sum 2: The Final Year				

Grammar and Sentence Level Objectives.

Objectives in Red indicate new learning and those in black are a revision of previous objectives, thus knowledge is constantly revised and revisited.

Reception Objectives

Autumn		Spring		Summer	
Writing to Entertain		Writing to Entertain		Writing to Entertain	
0.1	Hold pencil with a static tripod	0.1	Hold pencil with a static tripod	0.11	Use the conjunction and
0.2	Begin to write simple captions	0.3	Understand that writing goes from left to right	0.10	Begin to write some simple sentences
0.3	Understand that writing goes from left to write	0.8	Write captions	0.14	Introduce capital letters and full stops
0.4	Ascribe meaning to marks	0.9	Write simple lists and basic labels	0.15	Write more than one sentence that follows on from the previous one
0.5	Use some clearly identifiable letters to communicate meaning, representing some words correctly and in sequence	0.10	Begin to write some simple sentences	0.16	Begin to use key features of a narrative
0.6	Write their own name	0.11	Use the conjunction and	0.17	Write simple sentences which can be read by themselves and others
0.7	Write the initial sounds of many words	0.12	Use simple determiners	0.18	Start sentence with capital letter and end with a full stop
		0.13	Write CVC words using sounds learnt	0.19	Use simple adjectives
		0.14	Introduce capital letters and full stops	0.20	Use simple prepositions
				0.21	Introduce question marks

Year One Objectives

Autumn One		Autumn Two		Spring One		Spring Two		Summer One		Summer Two	
Funny Bones		Traditional Tales		Zoo Animals: A mix and match book		Whatever Next		Moon Landing		Princess and the Pea	
Writing to Entertain		Writing to Entertain		Writing to Inform		Writing to Entertain		Writing to Inform		Writing to Entertain	
1.1	Identify and write a past tense action verb	1.2	Identify and write a simple subject	1.6	Identify and write a direct object	1.3	Identify and write a capital letter to begin a sentence	1.4	Identify and write a full stop to end a sentence	1.10	Identify and write personal pronouns as subjects
1.2	Identify and write a simple subject	1.3	Identify and write a capital letter to begin a sentence	1.7	Identify and write nouns	1.4	Identify and write a full stop to end a sentence	1.8	Identify and write a compound subject	1.11	Identify and write personal pronouns as objects
1.3	Identify and write a capital letter to begin a sentence	1.4	Identify and write a full stop to end a sentence	1.8	Identify and write a compound subject	1.5	Maintain a consistent past tense when writing	1.9	Identify and write a compound object	1.12	Identify and write state of being verbs
1.4	Identify and write a full stop to end a sentence	1.5	Maintain a consistent past tense when writing	1.9	Identify and write a compound object	1.7	Identify and write nouns	1.15	Distinguish between statements and questions	1.13	Identify and write an adjective after a state of being verb
		1.6	Identify and write a direct object			1.10	Identify and write personal pronouns as subjects	1.16	Write the appropriate stop mark for questions and statements	1.14	Identify and write lists of two adjectives after a state of being verb
		1.7	Identify and write nouns			1.11	Identify and write personal pronouns as objects	1.17	Identify and write questions		
						1.12	Identify and write state of being verbs				

Year Two Objectives

Autumn One		Autumn Two		Spring One		Spring Two		Summer One		Summer Two	
The Lighthouse Keeper's Lunch		Twisted Traditional Tales		Famous Women in History		Vlad and the Great Fire of London		Great Fire of London		The Tear Thief	
Writing to Entertain		Writing to Entertain		Writing to Inform		Writing to Entertain		Writing to Inform		Writing to Entertain	
1.3	Identify and write a capital letter to begin a sentence	2.1	Distinguish between common and proper nouns	2.4	Identify and write commas to list nouns	2.5	Identify and write a present tense action verb	2.10	Maintain the correct subject/verb agreement when writing with singular and plural	2.15	Identify and write prepositions of time, place and movement
1.4	Identify and write a full stop to end a sentence	2.2	Identify and write lists of nouns joined with conjunctions	2.9	Distinguish between singular and plural nouns	2.6	Maintain a consistent present tense when writing	2.8	Identify and write commands	2.14	Identify and write apostrophes for contraction
1.16	Write the appropriate stop mark for questions and statements	2.3	Identify and write conjunctions to list nouns	2.7	Distinguish between statements and commands	2.11	Identify and write adjectives before nouns acting as the subject	2.12	Identify and write adjectives before nouns acting as the object	2.16	Distinguish between a main clause and a phrase
1.13	Identify and write an adjective after a state of being verb	2.4	Identify and write commas to list nouns	2.8	Identify and write commands	2.12	Identify and write adjectives before nouns acting as the object	2.13	Identify and write commas to list adjectives	2.17	Identify and write prepositional phrases of time, place and movement within simple
2.1	Distinguish between common and proper nouns	2.5	Identify and write a present tense action verb	2.10	Maintain the correct subject/verb agreement when writing with singular and plural subjects	2.16	Distinguish between a main clause and a phrase	2.16	Distinguish between a main clause and a phrase	2.18	Identify and write prepositional phrases of time, place and movement that begin
2.2	Identify and write lists of nouns joined with conjunctions	2.6	Maintain a consistent present tense when writing	2.11	Identify and write adjectives before nouns acting as the subject	2.15	Identify and write prepositions of time, place and movement	2.13	Identify and write commas to list adjectives	2.19	Identify and write adverbs of manner and time within a sentence
2.3	Identify and write conjunctions to list nouns	2.9	Distinguish between singular and plural nouns	2.12	Identify and write adjectives before nouns acting as the object	2.17	Identify and write prepositional phrases of time, place and movement within simple sentences	2.14	Identify and write apostrophes for contraction	2.20	Identify and write adverbs of manner that begin a sentence

Year Three Objectives

Autumn One		Autumn Two		Spring One		Spring Two		Summer One		Summer Two	
Escape from Pompeii		Who was Richard III?		Greta and the Giants		The Iron Man		Animals in the Wild		TBC	
Writing to Entertain		Writing to Inform		Writing to Persuade		Writing to Entertain		Writing to Inform		Writing to Entertain	
2.17	Identify and write prepositional phrases of time, place and movement within simple sentences	3.1	Distinguish between statements and exclamations	3.5	Identify and write adverbs that modify adjectives	2.17	Identify and write prepositional phrases of time, place and movement within simple sentences	3.15	Identify and write personal pronouns to replace nouns repeated as objects in the second main clause of a compound sentence	3.14	Identify and write personal pronouns to replace nouns repeated as subjects in the second main clause of a compound sentence
2.18	Identify and write prepositional phrases of time, place and movement that begin simple sentences	3.3	Identify and write comparative adjectives	3.7	Identify and write adverbial phrases of manner, time and place within simple sentences	3.7	Identify and write adverbial phrases of manner, time and place within simple sentences	3.16	Identify and write a prepositional phrase within a compound sentence	3.20	Identify and write a combination of simple and compound sentences (joined with the conjunctions 'or' and 'so')
2.19	Identify and write adverbs of manner and time within a sentence	3.4	Identify and write superlative adjectives	3.8	Identify and write adverbial phrases of time, place and manner that begin simple sentences	3.12	Distinguish between simple and compound sentences	3.12	Distinguish between simple and compound sentences	3.21	Identify and write adverbs and adverbial phrases of time, place and manner within compound sentences
2.20	Identify and write adverbs of manner that begin a sentence	3.5	Identify and write adverbs that modify adjectives	2.21	Identify and write compound sentences with the co-ordinating conjunction 'and'	3.13	Identify and write a combination of simple and compound sentences (joined with the conjunctions 'and', 'but' and 'yet')	3.13	Identify and write a combination of simple and compound sentences (joined with the conjunctions 'and', 'but' and 'yet')	3.22	Identify and write adverbs and adverbial phrases of time, place and manner that begin compound sentences
3.1	Distinguish between statements and exclamations	3.6	Identify and write adverbs of place within a simple sentence	2.22	Identify and write compound sentences with the co-ordinating conjunction 'but'	3.14	Identify and write personal pronouns to replace nouns repeated as subjects in the second main clause of a compound sentence	3.18	Identify and write compound sentences with the co-ordinating conjunction 'or'	3.23	Identify and write apostrophes for singular possession
3.2	Identify and write exclamations	3.7	Identify and write adverbial phrases of manner, time and place within simple sentences	3.11	Identify and write compound sentences with the co-ordinating conjunction 'yet'	3.15	Identify and write personal pronouns to replace nouns repeated as objects in the second main clause of a compound sentence	3.19	Identify and write compound sentences with the co-ordinating conjunction 'so'	3.24	Identify and write apostrophes for plural possession
3.3	Identify and write comparative adjectives	3.8	Identify and write adverbial phrases of time, place and manner that begin simple sentences	3.12	Distinguish between simple and compound sentences	3.16	Identify and write a prepositional phrase within a compound sentence	3.20	Identify and write a combination of simple and compound sentences (joined with the conjunctions 'or' and 'so')	3.25	Convert spoken word into direct speech (statement) followed by a reporting clause
3.4	Identify and write superlative adjectives			3.13	Identify and write a combination of simple and compound sentences (joined with the conjunctions 'and', 'but' and 'yet')	3.17	Identify and write a prepositional phrase that begins a compound sentence	3.21	Identify and write adverbs and adverbial phrases of time, place and manner within compound sentences	3.26	Convert spoken word into direct speech (question and exclamation) followed by a reporting clause

Year Four Objectives

Autumn One		Autumn Two		Spring One		Spring Two		Summer One		Summer Two	
Journey to J'burg		Why are rainforests important?		How to save our planet		The witch and the war		Horrible Histories - The Romans		Charlotte's Web	
Writing to Entertain		Writing to Inform		Writing to Persuade		Writing to Entertain		Writing to Inform		Writing to Entertain	
3.22	Identify and write adverbs and adverbial phrases of time, place and manner that begin compound sentences	4.2	Distinguish between a main clause and a subordinate clause	4.1	Identify and write compound sentences with semi-colons	4.1	Identify and write compound sentences with semi-colons	4.10	Identify and write complex sentences that open with a main clause followed by a subordinate clause ('since', 'after/before' and 'even though')	4.12	Convert spoken word into direct speech (question and exclamation) starting with a reporting clause
3.23 3.24	Identify and write apostrophes for singular and plural possession	4.3	Identify and write the subordinating conjunctions 'because', 'when' and 'although'	4.6	Identify and write topic sentences that start new paragraphs in expository writing	4.4	Identify and write complex sentences that open with a main clause followed by a subordinate clause ('because', 'when' and 'although')	4.11	Identify and write complex sentences that open with a subordinate clause followed by a main clause ('since', 'after/before' and 'even though')	4.13	Convert spoken word into direct speech (statement) starting with a reporting clause
3.26	Convert spoken word into direct speech (question and exclamation) followed by a reporting clause	4.4	Identify and write complex sentences that open with a main clause followed by a subordinate clause ('because', 'when' and 'although')	4.7	Identify and write supporting detail that elaborates on topic sentences in expository writing	4.5	Identify and write complex sentences that open with a subordinate clause followed by a main clause ('because', 'when' and 'although')	4.16	Identify and write the subordinating conjunctions 'as', 'while' and 'if'	4.14	Identify and write appropriate verbs in reporting clauses for characterisation
4.2	Distinguish between a main clause and a subordinate clause	4.1	Identify and write compound sentences with semi-colons	4.8	Identify and write concluding sentences that end paragraphs in expository writing	4.12	Convert spoken word into direct speech (question and exclamation) starting with a reporting clause	4.17	Identify and write complex sentences that open with a main clause followed by a subordinate clause ('as', 'while' and 'if')	4.15	Identify and write new paragraphs for new speakers
4.3	Identify and write the subordinating conjunctions 'because', 'when' and 'although'	4.6	Identify and write topic sentences that start new paragraphs in expository writing	4.9	Identify and write the subordinating conjunctions 'since', 'after/before' and 'even though'	4.13	Convert spoken word into direct speech (statement) starting with a reporting clause	4.18	Identify and write complex sentences that open with a subordinate clause followed by a main clause ('as', 'while' and 'if')	4.16	Identify and write the subordinating conjunctions 'as', 'while' and 'if'
4.4	Identify and write complex sentences that open with a main clause followed by a subordinate clause ('because', 'when' and 'although')	4.7	Identify and write supporting detail that elaborates on topic sentences in expository writing	4.10	Identify and write complex sentences that open with a main clause followed by a subordinate clause ('since', 'after/before' and 'even though')	4.14	Identify and write appropriate verbs in reporting clauses for characterisation	4.19	Identify and write sentences that open with present or past participles	4.17	Identify and write complex sentences that open with a main clause followed by a subordinate clause ('as', 'while' and 'if')
4.5	Identify and write complex sentences that open with a subordinate clause followed by a main clause ('because', 'when' and 'although')	4.8	Identify and write concluding sentences that end paragraphs in expository writing	4.11	Identify and write complex sentences that open with a subordinate clause followed by a main clause ('since', 'after/before' and 'even though')	4.15	Identify and write new paragraphs for new speakers	4.20	Identify and write sentences that open with present or past participle phrases	4.18	Identify and write complex sentences that open with a subordinate clause followed by a main clause ('as', 'while' and 'if')

Year Five Objectives

Autumn One		Autumn Two		Spring One		Spring Two		Summer One		Summer Two	
Viking Sagas		Life as a Saxon		TBC		The Highway Man		Plastic Pollution		Holes	
Writing to Entertain		Writing to Inform		Writing to Discuss		Writing to Entertain		Writing to Persuade		Writing to entertain	
4.19	Identify and write sentences that open with present or past participles	5.1	Identify and write adverbs followed by present and past participle openers	5.1	Identify and write adverbs followed by present and past participle openers	5.5	Identify and write appositives (embedded and at the end of the main clause) as parenthesis	5.13	To identify and write conjunctive adverbs to open sentences	5.8	Convert spoken word into direct speech (statement, question and exclamation) where the reporting clause is embedded
4.20	Identify and write sentences that open with present or past participle phrases	5.2	To identify and write expanded noun phrases that include a prepositional phrase	5.2	To identify and write expanded noun phrases that include a prepositional phrase	5.6	Write relative clauses and appositives within compound and complex sentences	5.14	To identify and write conjunctive adverbs after semi-colons to combine and then link two main clauses	5.10	To expand on direct speech with narrative to advance the plot
5.1	Identify and write adverbs followed by present and past participle openers	5.3	Identify and write relative clauses (embedded and at the end of the main clause) as parenthesis	5.3	Identify and write relative clauses (embedded and at the end of the main clause) as parenthesis	5.7	To identify and organise ideas into paragraphs to indicate a change in person, place or a jump in time	5.6	Write relative clauses and appositives within compound and complex sentences	5.11	Identify and write ellipsis as a stop mark and an incomplete thought
5.2	To identify and write expanded noun phrases that include a prepositional phrase	5.4	To substitute commas for brackets and dashes when demarcating relative clauses as parenthesis	5.4	To substitute commas for brackets and dashes when demarcating relative clauses as parenthesis	5.8	Convert spoken word into direct speech (statement, question and exclamation) where the reporting clause is embedded	5.4	To substitute commas for brackets and dashes when demarcating relative clauses as parenthesis	5.12	Identify and write ellipsis as a pause
5.3	Identify and write relative clauses (embedded and at the end of the main clause) as parenthesis	5.5	Identify and write appositives (embedded and at the end of the main clause) as parenthesis	5.6	Write relative clauses and appositives within compound and complex sentences	5.9	To open, embed or end a paragraph with direct speech	5.15	Identify and write an introductory paragraph in expository writing	5.17	Identify and write similes
5.4	To substitute commas for brackets and dashes when demarcating relative clauses as parenthesis	5.6	Write relative clauses and appositives within compound and complex sentences	5.13	To identify and write conjunctive adverbs to open sentences	5.10	To expand on direct speech with narrative to advance the plot	5.16	Identify and write a concluding paragraph in expository writing	5.18	Identify and write metaphor
		5.7	To identify and organise ideas into paragraphs to indicate a change in person, place or a jump in time	5.14	To identify and write conjunctive adverbs after semi-colons to combine and then link two main clauses	5.11	Identify and write ellipsis as a stop mark and an incomplete thought			5.19	Identify and write personification

Year Six Objectives

Autumn One		Autumn Two		Spring One		Spring Two		Summer One		Summer Two	
Rose Blanche		What was life like during WW2?		TBC		Tom's Midnight Garden		Why should we be using renewable energies?		The Explorer	
Writing to Entertain		Writing to Inform		Writing to Discuss		Writing to Entertain		Writing to Persuade		Writing to entertain	
	Revision of noun, adverbial and prepositional phrases	5.15	Identify and write an introductory paragraph in expository writing	6.6	Identify and use colons to introduce lists	6.3	Identify and write multi-clause complex sentences joined with one subordinating conjunction and one co-ordinating conjunction	6.4	Identify and write a combination of sentence types to avoid repetition	6.3	Identify and write multi-clause complex sentences joined with one subordinating conjunction and one co-ordinating conjunction
	Revision of embedded clauses, compound and complex sentences	5.16	Identify and write a concluding paragraph in expository writing	6.4	Identify and write a combination of sentence types to avoid repetition	6.5	Identify and write simple sentences to enhance the mood and/or add emphasis	6.8	Distinguish between active and passive voice	6.5	Identify and write simple sentences to enhance the mood and/or add emphasis
6.1	Identify and write multi-clause compound sentences joined with two different co-ordinating conjunctions	6.1	Identify and write multi-clause compound sentences joined with two different co-ordinating conjunctions	6.1	Identify and write multi-clause compound sentences joined with two different co-ordinating conjunctions	6.7	Identify and use colons to explain	6.12	Identify and write cohesive paragraphs where the topic sentence links to the proceeding concluding sentence	6.9	Identify and use dashes and ellipses in direct speech for characterisation
6.2	Identify and write multi-clause complex sentences joined with two different subordinating conjunctions	6.2	Identify and write multi-clause complex sentences joined with two different subordinating conjunctions	6.2	Identify and write multi-clause complex sentences joined with two different subordinating conjunctions	6.8	Distinguish between active and passive voice	6.13	Identify and write single sentence paragraphs to enhance the mood, add emphasis and/or alter the pace of the narrative	6.10	Identify and write non-standard English in direct speech for characterisation
6.3	Identify and write multi-clause complex sentences joined with one subordinating conjunction and one co-ordinating conjunction	6.6	Identify and use colons to introduce lists	6.11	Identify and write conjunctive adverbs to link paragraphs	6.11	Identify and write conjunctive adverbs to link paragraphs	6.14	Identify and write anaphora	6.15	Identify and write epistrophe
6.4	Identify and write a combination of sentence types to avoid repetition	6.7	Identify and use colons to explain	6.12	Identify and write cohesive paragraphs where the topic sentence links to the proceeding concluding sentence	6.9	Identify and use dashes and ellipses in direct speech for characterisation	6.15	Identify and write epistrophe	6.14	Identify and write anaphora
6.5	Identify and write simple sentences to enhance the mood and/or add emphasis	6.8	Distinguish between active and passive voice	6.14	Identify and write anaphora	6.10	Identify and write non-standard English in direct speech for characterisation	6.16	Identify and write exaggeration	6.13	Identify and write single sentence paragraphs to enhance the mood, add emphasis and/or alter the pace of the narrative



Spelling



Year 1 – Overview

Rather than prescribing a week-by-week spelling scheme in Year 1, the contents of the appendix to the national curriculum for year 1 students has been broken down into 41 lists. These lists should complement all phonics schemes of works and allow teachers to use in any order appropriate to their phonics scheme of work. We do provide spelling assessments corresponding to Lists 1-14, Lists 15-28 and Lists 29-41 for completeness.

Lists 1-14	Lists 15-28	Lists 29-41	Lists 42-55 (not statutory)
1. The sounds /f/ & /s/ spelt ff & ss. 2. The sounds /l/, /z/ and /k/ spelt ll, zz and ck. 3. Ph and wh spelling. 4. The /k/ sound spelt k. 5. The /nk/ sound spelt nk. 6. The /v/ sound at the end of words. 7. The digraph ar. 8. The digraphs ir 9. The digraph ur. 10. The digraph or. 11. The digraph ou. 12. The trigraph igh. 13. The digraph aw. 14. The digraph au.	15. The digraphs ai and oi. 16. The digraphs ay and oy. 17. The trigraph ore. 18. The trigraph air and ear. 19. The trigraphs ear and are. 20. The digraph er. 21. The sound /ee/ spelt ee. 22. The digraph ea both sounds. 23. The digraph ie both sounds. 24. The digraph oo both sounds. 25. The digraph ow like snow. 26. The split digraph a-e. 27. The split digraph e-e. 28. The split digraphs i-e.	29. The split digraph o-e. 30. The split digraph u-e both sounds. 31. The sound /oa/ spelt digraphs oa, ow & oe. 32. The digraphs ue and the ew. 33. Division of words into syllables. 34. Adding the prefix un-. 35. Words ending -y. 36. Words ending in -tch. 37. Adding -s and -es to nouns. 38. Adding -s and -es to verbs. 39. Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word. 40. Adding -er and -est to adjectives where no change is needed to the root word. 41. Compound words 1.	42. The digraph sh. 43. The digraph th. 44. The digraph ng. 45. The digraph qu. 46. The digraph ch. 47. The trigraph dge. 48. The trigraph ure. 49. Words ending tion. 50. The sound /ee/ spelt e. 51. The sound /z/ spelt se. 52. The /l/ sound spelt le at the end of words. 53. The sound /s/ spelt ce at the end of words.
Year 1, autumn term, spelling assessment	Year 1, spring term, spelling assessment	Year 1, summer term, spelling assessment	

Year 2 - Overview

	Winter Term 1	Spring Term 2	Summer Term 3
Half Term A	1. The /n/ sound spelt kn- and (less often) gn- at the beginning of words. 2. The /r/ sound spelt wr- at the beginning of words. 3. The /s/ sound spelt c before e, i and y. 4. The /j/ sound spelt j or g. 5. The /j/ sound spelt as ge and dge. 6. Common Exception Words 1. Consolidation.	1. The /i/ sound spelt -y at the end of words. 2. Adding -ies to words ending in -y. 3. Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it. 4. Adding the endings - ing, -ed, -er, -est and -y to words <u>ending in -e</u> with a consonant before it. 5. Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter. 6. Common Exception Words 3. Consolidation.	1. The /or/ sound spelt a before l and ll . 2. The suffixes -ment, -ness & -ful 3. The suffixes -less and -ly. 4. Words ending in -tion. 5. Common Exception Words 4. 6. Common Exception Word 5. Consolidation.
Half Term B	1. The /l/ sound spelt -le at the end of words. 2. The /l/ sound spelt -el at the end of words. 3. The /l/ sound spelt -al at the end of words. 4. Words ending -il. 5. Common Exception Words 2. 6. *Compound words 2. Year 2, autumn term, spelling assessment.	1. The /u/ sound spelt o. 2. The /ee/ sound spelt -ey. 3. The /o/ sound spelt a after w or qu 4. The /ur/ sound spelt or after w. 5. The /or/ sound spelt ar after w. 6. The /zh/ sound spelt s. Year 2, spring term, spelling assessment.	1. Homophones 1. 2. Homophones and near-homophones 2. 3. Contractions. 4. The possessive apostrophe (singular nouns). 5. Common Exception Words 6 6. *Question words. Year 2, summer term, spelling assessment.

*Groups are not listed in the Appendix to the National Curriculum.

Year 3 – Overview

	Autumn Term 1	Spring Term 2	Summer Term 3
Half Term A	1. The /ay/ sound spelt ei. 2. The /ay/ sound spelt ey. 3. Homophones and near-homophones 1. 4. Homophones and near-homophones 2. 5. *The /s/ sound spelt c before e, i and y. (Year 2 revision). 6. *Double consonants. Consolidation.	1. The prefix dis-. 2. The prefix mis-. 3. The prefix re-. 4. Adding suffixes beginning with vowel letters to words of more than one syllable. 5. *Split digraph i-e with a short & long vowel sound (Year 1 revision). 6. The /n/ sound spelt kn and gn at the beginning of words. (Year 2 revision). Consolidation.	1. *Words containing the letter string ough. 2. *Days of the week & seasons. 3. *Months of the Year 4. *Time & Place 5. *Cross curricular. 6. *Direction Dimension & Amount. Consolidation.
Half Term B	1. Suffix -ly. 2. Suffix -ly where the root word ends in y. 3. Adverbs with the suffix -ly where the root word ends in le. 4. Adverbs with the suffix -ly where the root word ends in ic . 5. Adverbs with the suffix -ly exceptions & consolidation. Year 3, autumn term, spelling assessment.	1. The /k/ sound spelt ch. 2. The /sh/ sound spelt ch. 3. Words ending with the /g/& /k/ sound spelt gue and que. 4. The /s/ sound spelt sc 5. The /i/ sound spelt y. 6. The /u/ sound spelt ou. Year 3, spring term, spelling assessment.	1. *The vowel digraph ea and trigraph ear. 2. *Word family – sol. 3. *Word families – dec, cent, milli & micro. 4. *Conjunctions 5. *Prepositions 6. *Long /ee/ sound spelt y at the end of words. Year 3, summer term, spelling assessment.

*Groups are not listed in the Appendix to the National Curriculum.

Year 4 – Overview

	Winter Term 1	Spring Term 2	Summer Term 3
Half Term A	1. Prefix in-. 2. Prefix im-. 3. Prefix il- and ir-. 4. Prefix sub- and super-. 5. Prefix inter-. 6. Prefix anti- & auto-. Consolidation.	1. Word ending sounds /zhuh/ spelt -sure. 2. Word ending sounds /cher/ spelt -ture. 3. Words ending /shuhn/ spelt -sion. 4. Words ending /shuhn/ spelt -ssion. 5. Words ending /shuhn/ spelt -tion. 6. Words ending /shuhn/ spelt -cian. Consolidation.	1. Possessive apostrophe with plural words. 2. *The suffix -ary. 3. *Words spelt -ar. 4. *Words spelt -er. 5. *Word families – uni, bi, tri & quad. 6. *Word families – pent, hex, oct, & dec. Consolidation.
Half Term B	1. *Adverbs of Manner 2. *Adverbs of Time 3. *Adverbs of Place 4. Nouns ending in -ation. 5. Year 3 & 4 Word List 1. 6. Year 3 & 4 Word List 2. Year 4, winter term, spelling assessment.	1. Suffix -ous with no change to the root word. 2. Suffix -ous with no root word. 3. Suffix -ous where -our is changed to -or before -ous is added. 4. Suffix -ous where the word ends in -y become i. 5. Suffix -ous where root word ends in e. 6. Suffix -ous – consolidation. Year 4, spring term, spelling assessment.	1. *Word families – acro, acu/accu & aero. 2. *Word families – anni/annu, aqu & Astro. 3. *Word families – bi & bio. 4. *Word families – cert, chrono & circ. 5. *Word families – co & corp. 6. *Word families – demo, dent & dia. Year 4, spring term, 4 summer assessment.

*Groups are not listed in the Appendix to the National Curriculum.

Year 5 - Overview

	Winter Term 1	Spring Term 2	Summer Term 3
Half Term A	1. Words with endings that sound like /shuhs/ spelt with -cious. 2. Words with endings that sound like /shuhs/ spelt with -tious or -ious. 3. *The sound /i/ spelt y (revision from year 3 & 4). 4. *Words that start with 'con-'. 5. *Words ending /shuhn/ spelt -tion. (Year 4 revision). 6. *The /l/ or /əl/ sound spelt -le at the end of words. (Year 3 revision). 7. Silent letters	1. *Words spelt ie. 2. Words with a long /ee/ sound spelt ie or ei after c (and the exceptions). 3. Words where c makes an /s/ sound before i, e and y. 4. Hyphens: To join a prefix ending in a vowel to a root word beginning with a vowel. 5. *Words ending -ment. 6. *Words ending -ity. Consolidation.	1. *Words containing the letter string ough. 2. *Words ending in -ate. 3. *Words ending in -ture (inc year 4 content). 4. *Words ending in -age. 5. *Words ending in -ary. 6. *Suffix -ly (inc year 3 content) . Consolidation.
Half Term B	1. Adjectives ending in -ant into nouns ending in -ance/-ation . 2. Adjectives ending in -ent into nouns ending in -ence/-ency. 3. Words ending in -able. 4. Words ending in -able & -eable. 5. Words ending in -ible. 6. Words that end in -ibly. Year 5, autumn term, spelling assessment.	1. Adding suffixes beginning with vowel letters to words ending in -fer. 2. Words with endings which sound like /shuhl/ after a vowel spelt -cial. 3. Words with endings which sound like /shuhl/ after a consonant spelt -tial. 4. *Words beginning acc-. 5. *Words beginning occ-. 6. *Words ending in -ant Year 5, spring term, spelling assessment.	1. *Prefix -inter. 2. *Double consonant. 3. *Year 5 & 6 Word List 1. 4. *Year 5 & 6 Word List 2. 5. *Modal verbs. 6. *Word families – dis & dur Year 5, summer term, spelling assessment.

*Groups are not listed in the Appendix to the National Curriculum.

Year 6 – Overview

	Winter Term 1	Spring Term 2	Summer Term 3
Half Term A	*Synonyms 1. *Synonyms 2. *Antonyms. *Word families – com & contra. *Word families – equ, ex & extra. *Word families – gen, geo & graph. Consolidation.	Identifying & addressing gaps.	*Word families – non & neg. *Word families – nov & numer. *Word families – omni & para. *Word families – per & pre. *Word families – post & pro. *Word families – re & reg. Consolidation.
Half Term B	*Word families – labor & liber . *Word families – loc & log. *Word families – maxi & mini. *Word families – mid & mal. *Word families – mono & du. *Word families – nat & mort. Year 6, winter term assessment.	Identifying & addressing gaps.	*Word families – rupt & trans. *Word families – sect & super. *Word families – tele & terr. *Word families – scribe/scrip. *Word families – ver & verb. *Word families – aud, vid & vac. Year 6, summer term assessment.

*Groups are not listed in the Appendix to the National Curriculum.

Statutory spellings split into term by term

Year 1					
Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
The A Do To Today Of Said Says	Are Were Was Is His Has I You	Your They Be He Me She We No	Go So By My Here There Where	One Once Ask Friend School Put push	Come Some Pull Full House Our love

Year 2					
Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
Move Find Sure Fast Told Any Both Again	Door Floor Poor Mind Kind After Plan Any Who Christmas Path	Pass Class Grass Water Behind Could Should Busy People Many Would	Last Child Prove Break Steak Clothes Whole Old Gold Hold Even Hour	Because Great Bath Children Wild Money Everybody Mr Mrs Only	Cold Every Pretty Fast Climb Father Beautiful Again Eye Half Sugar Improve Parents

Year 3					
Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
actual learn group heard arrive circle often build	eight caught centre century heart breath busy early	continue decide island minute difficult earth consider enough	perhaps address guard material recent guide forward fruit	though notice quarter length library famous describe mention answer appear	actually extreme February certain height history imagine increase interest important

Year 4					
Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
accident believe strange reign interest various possible grammar	woman women promise therefore opposite ordinary perhaps pressure	particular calendar popular position possess possession purpose potatoes	different exercise regular complete remember sentence separate special thought weight	straight favourite strength suppose surprise bicycle business medicine natural naughty	peculiar occasion occasionally probably knowledge experiment experience question disappear important

Year 5					
Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
occur accompany according achieve aggressive forty ancient apparent occupy	attached available average awkward bargain bruise category cemetery critic community	communicate competition conscience conscious dictionary equipped curiosity definite harass foreign	controversy convenience correspond criticise desperate determined disastrous embarrass environment equipment	especially exaggerate hindrance excellent existence explanation familiar amateur frequently government	guarantee immediate knowledge experiment experience business possession disappear weight separate

Year 6					
Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary	recommend relevant restaurant signature sincere immediately soldier stomach sufficient suggest	neighbour nuisance appreciate opportunity parliament persuade physical twelfth variety vegetable vehicle	symbol system temperature thorough prejudice privilege profession programme pronunciation queue	appreciate committee accommodate rhyme rhythm sacrifice secretary shoulder yacht recognise	Children to apply previous spellings in own writing and writing for younger pupils.



Handwriting



The teaching of handwriting uses Achieving Excellence in Handwriting guidance by Martin Harvey. The aim of the handwriting programme is to allow the children to see the biggest change and fastest improvement in their work through a 'little and often' approach.

Handwriting procedure

At the beginning of the new year, handwriting lessons will be delivered on a daily basis for 15-20 minutes for 4-6 weeks, depending on the handwriting of the class. The point of this is to create high standards of expectations for the new year.

After the first 4-6 weeks, handwriting lessons will be delivered at least three times a week for 15 minutes to continue developing the required standard of writing. In Key stage 1 they will have handwriting lessons 3 times a week and quick recap for the other 2 days of the week.

Feedback and encouragement should be given during the lesson itself. There needs to be a mix of focused group work – for those who need more intense input – and circulation from the class teacher. Input of the lessons may be broken into chunks with a mix of modelling and practising. ALL letters and joins must be modelled on the board/flipchart/under the visualisers.

At the end of lessons, work should be marked and incorrect letter formation needs to be identified and corrected.

Handwriting will be in the same lined books as the remainder of the books for learning to ensure the skills can be transferred over.

EYFS handwriting:

In EYFS, the children will learn the letter names and begin to write single letters of lowercase and uppercase letters alongside the teaching of the letters within Rocket Phonics – but using the guidance from achieving excellence in handwriting. This will start when fine motor skills are developed enough to support pencil control. Lessons should be a mixture of 'air' writing, 'dough' writing and writing with implements. These should be completed frequently throughout the week.

KS1 Handwriting:

In KS1 the children will follow the Achieving Excellence in Handwriting KS1 programme. Children will begin with learning short, tall and tail lines as their warm ups and then go through each section of the programme. Pupils in Year 1 and 2 will also need to take part in daily fine and gross motor skills to aid the ability to write. Where needed lesson will be split into at least two sessions to ensure that children have the time to develop each letter formation. Children will not be taught how to join any letters until they have consistent, correct single letter formation. Every time a new letter is being taught, a new learning slip is required. If at the end of Year 2, some children are ready to begin working on the joins then this will take place in the summer term.

KS2 Handwriting:

In KS2, the children will follow the KS2 programme of study in Achieving Excellence in Handwriting. They will begin with learning and practicing the short, tall and tail lines as well as the coat hanger formation. Children will recap the single letter formations before practicing them with joining lines. Each lesson of the programme will be split into at least 2 sessions to allow time to develop correct joins and confidence in writing.

Children who are already fluent in neat, cursive handwriting with accurate joins need to work on speed and accuracy so will be given a short text to copy in a given amount of time, focusing solely on building up their writing stamina.

Joining letters:

As recommended, we will not be joining the letter g, y, j and q – for some children in upper KS2 who already have developed a strong cursive handwriting style, I suggest we don't try and change this now. There will be no lead ins or loops as these are features of a more complex style.

Lesson structure: 15-20 minutes.

Warm up task practicing short, tall and tail lines or recapping letters from last lesson.

Main task- focus on the lesson from the booklet with opportunities to practice the letters by themselves, then with a join to another letter and then within a word. In KS1 this will be done with no join.

Final task- opportunity to write a full word using the letters practiced.



Speaking and Listening

Progression of Speaking and Listening skills is taken from the Primary English Education Consultancy Limited where the skills are broken down into statements for each year group

Year group statements: Year 1

Begins to listen and respond appropriately to familiar adults and their peers. <i>Looks at the person speaking.</i> <i>Answers questions: 'Yes, that's my favourite too.'</i> <i>May need encouraging to expand on their answers, for example after nodding or replying with a single word response.</i>	Begins to ask relevant questions to extend their understanding and knowledge. <i>'I don't understand x, can you help me?'</i>	Begins to use relevant strategies to build their vocabulary. <i>Uses classroom and personal word banks.</i> <i>Begins to apply what has been learned, for example when a word begins with un- it's meaning is the opposite of the root word; words that end in -ed are likely to be verbs.</i>	Begins to articulate and justify answers, arguments and opinions. <i>Begins to use 'because' to make simple justifications drawing on personal experiences. 'I like dogs because my Nan has one'.</i> <i>Begins to disagree politely. E.g. maintains a polite tone of voice.</i>	Begins to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. <i>Use storymaps to recall events.</i> <i>Use simple adverbials of time to order events (e.g. first, next, after that).</i> <i>Express their own feelings using some simple emotional language.</i>	Begins to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. <i>Responds to questions and comments when prompted.</i> <i>Takes turns as directed in group or whole class discussions.</i>
Begins to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. <i>Takes a personal approach: 'I think...'</i> <i>Uses role play including classroom areas such as the home corner, to imagine and explore ideas.</i>	Begins to speak audibly and fluently with an increasing command of Standard English. <i>Uses a louder voice when addressing the class. There may be limited control, e.g. shouting. Speaks more quietly in 1:1 and group settings.</i> <i>Makes eye contact with the other children in the group.</i> <i>Speaks in full sentences rather than fragments or phrases.</i>	Begins to participate in discussions, presentations, performances, role play, improvisations and debates. <i>Use the learning environment and equipment to role play and improvise. E.g the home corner and small world figures.</i> <i>Joins in with discussions led by an adult.</i>	Begins to gain, maintain and monitor the interest of the listener(s). <i>Prepares for addressing a listener by rehearsing what they say. More often when speaking to a small group.</i>	Begins to consider and evaluate different viewpoints, attending to and building on the contributions of others. <i>Agrees and disagrees simply: 'I like what x said'; 'I think that too'; 'I don't agree...'</i>	Begins to select and use appropriate registers for effective communication. <i>Shows awareness of appropriate vocabulary choices for different situations. E.g. at school it is most appropriate to ask: May I go to the toilet? Rather than, Can I go to the loo?</i>

Year group statements: Year 2

Begins to listen and respond appropriately to a wider range of adults and their peers. <i>Looks at the person speaking.</i> <i>Understands how to answer questions in full sentences. 'Yes, I like that character too.'</i>	Begins to ask relevant questions to extend their understanding and knowledge. <i>'I don't understand x, can you help me?'</i> <i>'I've finished, what should I do now?'</i> <i>'Is this right?'</i>	Begins to use relevant strategies to build their vocabulary. <i>Uses classroom and personal word banks, and dictionaries.</i> <i>Begins to apply what has been learned, for example knowing that the suffixes -er and -est build comparative adjectives.</i>	Begins to articulate and justify answers, arguments and opinions. <i>Uses 'because' to make simple justifications drawing on personal experiences and opinions. 'I like this book [about zoos] because I like animals.'</i> <i>Uses sentence stems to support polite disagreement e.g. That's interesting but I think...</i>	Begins to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. <i>Use graphic organisers to support talk for different purposes (e.g. timelines to retell chronological events).</i> <i>Use simple conjunctions to support descriptions, explanations and narratives (e.g. and, but, so, because, if).</i> <i>Use an increasing range of emotional language to describe their own and others' feelings (synonyms for simple emotional language).</i>	Begins to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. <i>Understands the need to take turns. Uses signals such as a raised hand to show their intention to contribute in a class discussion.</i> <i>May need to use sentence starters or other classroom prompts to help with their responses.</i>
Begins to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. <i>Takes a personal approach: 'I think...' or after group work: 'We think...'</i> <i>Uses props such as small world figures and puppets to explore and imagine ideas.</i>	Begins to speak audibly and fluently with an increasing command of Standard English. <i>Uses a louder voice when addressing the class or in a whole school assembly. There may be limited control, e.g. shouting. Speaks more quietly in 1:1 and group settings.</i> <i>Makes eye contact with the other children in the group.</i> <i>Speaks in grammatically sound sentences (e.g. 'We went to town'. Rather than 'We went town').</i>	Begins to participate in discussions, presentations, performances, role play, improvisations and debates. <i>Present their work to the rest of the class.</i> <i>Participate in short plays and performances.</i> <i>Creates improvisations, for example to explore how a character was feeling in a story.</i>	Begins to gain, maintain and monitor the interest of the listener(s). <i>Uses artefacts and objects to support their talk. For example, bringing a special item to share before describing it in Show and Tell activities.</i>	Begins to consider and evaluate different viewpoints, attending to and building on the contributions of others. <i>Agrees and disagrees simply, beginning to justify their point of view: 'I like what x said, I think that too because...'</i>	Begins to select and use appropriate registers for effective communication. <i>Begins to choose words that reflect the required register for an interaction. E.g. Saying 'Hi, how are you?' when greeting a friend compared to 'Hello Sir, how can I help you with those books?' when greeting a teacher.</i>

Year group statements: Year 3

Frequently listens and responds appropriately to adults and their peers. <i>Maintains eye contact stopping anything else they may have been doing.</i> <i>Responds politely to questions and offers examples to questions, such as qualifying with because: 'Yes, I like that character because...'</i>	Frequently asks relevant questions to extend their understanding and knowledge. <i>Such as seeking to clarify knowledge: 'Is this an example of a traditional tale?'</i>	Frequently uses relevant strategies to build their vocabulary. <i>Uses word banks, dictionaries and thesauruses.</i> <i>Makes links to morphological spelling work to identify word families such as teach, teacher, teaching, teaches, headteacher.</i>	Frequently articulates and justifies answers, arguments and opinions. <i>Uses 'because' and the immediate evidence to support answers, arguments and opinions. E.g. 'I think zoos are cruel because in this book it says...'</i> <i>Begins to offer opinions that aren't their own. This could be through role play.</i>	Frequently gives well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. <i>Organises related information using graphic organisers such as spider diagrams and mindmaps to help.</i> <i>Begins to summarise the main points.</i>	Frequently maintains attention and participates actively in collaborative conversations, staying on topic and initiating and responding to comments. <i>Appreciates the need to take turns.</i> <i>Uses prompts and sentence starters to encourage other children to participate.</i>
Frequently uses spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. <i>Conditional clauses may be used to support speculation, e.g. 'If x happens...'</i>	Frequently speaks audibly and fluently with an increasing command of Standard English. <i>Can control their volume to meet the level required for the interaction.</i> <i>Speaks at a measured pace.</i> <i>Chooses the correct determiner depending on the starting letter of the following word (an apple; a bat).</i>	Frequently participates in discussions, presentations, performances, role play, improvisations and debates. <i>Memorise and deliver lines in a performance or play.</i>	Frequently gains, maintains and monitors the interest of the listener(s). <i>Speaks directly to their audience. Begins to choose words for effect (e.g. alliteration, rhythm and rhyme).</i>	Frequently considers and evaluates different viewpoints, attending to and building on the contributions of others. <i>Is able to disagree agreeably.</i>	Frequently selects and uses appropriate registers for effective communication. <i>Chooses full versions of words rather than contractions when speaking more formally.</i>

Year group statements: Year 4

Frequently listens and responds appropriately to adults and their peers. <i>Maintains eye contact stopping anything else they may have been doing.</i> <i>Responds politely to questions and offers examples to questions: 'Yes, I like that character too. Mainly because of...'</i>	Frequently asks relevant questions to extend their understanding and knowledge. <i>Such as seeking to clarify knowledge: 'Is this an example of a traditional tale?'</i>	Frequently uses relevant strategies to build their vocabulary. <i>Uses word banks, dictionaries and thesauruses with growing confidence.</i> <i>Makes links to morphological spelling work to identify word families such as teach, teacher, teaching, teaches, headteacher.</i>	Frequently articulates and justifies answers, arguments and opinions. <i>Uses 'because' and immediate evidence to support answers, arguments and opinions. E.g. I think zoos are cruel because in this book it says...</i> <i>Is able to present an opinion that is not their own after planning work and discussion with their peers/ the teacher.</i>	Frequently gives well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. <i>Organises related information and links it logically, e.g. with adverbials of where, when, how and how many.</i> <i>Summarises the main points.</i>	Frequently maintains attention and participates actively in collaborative conversations, staying on topic and initiating and responding to comments. <i>Participates in group and whole class discussions.</i> <i>Ask questions of other children.</i>
Frequently uses spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. <i>Begins to make generalised speculations as well as personal ones: 'Some people think...'</i> <i>Conditional clauses may be used to support speculation 'If x happens...'</i>	Frequently speaks audibly and fluently with an increasing command of Standard English. <i>Can control their volume to meet the level required for the interaction.</i> <i>Most subject and verb choices agree. (e.g. was/were; did/done).</i>	Frequently participates in discussions, presentations, performances, role play, improvisations and debates. <i>Structure their ideas so that they can debate their point of view clearly and coherently.</i> <i>Deliver lines in a performance or play effectively.</i>	Frequently gains, maintains and monitors the interest of the listener(s). <i>Thinks about how to gain the listener's attention. E.g. starting with a joke or anecdote.</i> <i>Uses prosodic skills such as pausing after sentences or raising the tone of their voice to show excitement or a point of high tension in narration.</i>	Frequently considers and evaluates different viewpoints, attending to and building on the contributions of others. <i>Uses sentence stems and classroom models to practise encouraging other children to contribute.</i> <i>Is able to organise contributions into categories (e.g. for/ against).</i>	Frequently selects and uses appropriate registers for effective communication. <i>Increasingly aware of the need to adapt language choices to suit the purpose and audience they are speaking to. For example, choosing to use formal vocabulary when addressing the local councillor or MP at a presentation compared to improvising a play based on a funny class novel.</i>

Year group statements: Year 5

Can listen and respond appropriately to adults and their peers. <i>Listens actively maintaining eye contact.</i> <i>Responds to affirm: 'I think that too' and to deepen understanding: 'That's interesting, is it also the case that...'</i>	Can ask relevant questions to extend their understanding and knowledge. <i>Such as making links across a subject area or drawing several strands of information together 'Is that the same as x?' 'Do you think this is similar to when we found out about...?'</i>	Can use relevant strategies to build their vocabulary. <i>Uses dictionaries and thesauruses with increasing effectiveness.</i> <i>Uses relevant strategies such as their knowledge of prefixes to work out the meaning of words.</i>	Can articulate and justify answers, arguments and opinions. <i>Uses generalised evidence to support their point of view rather than a wholly personal response. E.g. Some people would argue that... It's my opinion and that of several others that...</i>	Can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. <i>Uses personal notes to help them recall and describe key events and descriptions.</i> <i>Thinks carefully about how ideas are linked together to create cohesion across and within sections. May use planning templates to help them do this.</i>	Can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. <i>Understands how to encourage conversation in others.</i> <i>Participates enthusiastically.</i> <i>Begins to take different roles in group discussions (e.g. chairperson, scribe, summariser).</i>
Can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. <i>Uses generalisers: 'some people think...' or 'it could be possible to...'</i> <i>Employs modals and adverbs of possibility to speculate 'it may be... perhaps it could...' alongside a range of conditional clauses to support abstract thinking.</i>	Can speak audibly and fluently with an increasing command of Standard English. <i>Enunciates clearly.</i> <i>Varies pace for effect (E.g. Speaking faster to show excitement or action; slowing their pace to deliver complex information).</i> <i>Uses Standard English routinely when addressing an audience.</i>	Can participate in discussions, presentations, performances, role play, improvisations and debates. <i>Prepare for debates by thinking about the opposing views as well as their own arguments.</i>	Can gain, maintain and monitor the interest of the listener(s). <i>Can use rhetorical devices such as the pattern of three or comparing and contrasting.</i> <i>Stresses important words for effect or to draw attention to important information.</i> <i>Uses gesticulation and facial expressions to support meaning.</i>	Can consider and evaluate different viewpoints, attending to and building on the contributions of others. <i>Encourages other participants to engage in discussion.</i> <i>Can summarise the main points of a conversation.</i> <i>Is able to balance opposing views.</i>	Can select and use appropriate registers for effective communication. <i>Understands that slang and contracted forms are suitable for dialogue, in role play and personal conversations but that formal language structures should be used in the classroom and when talking to visitors to the school.</i> <i>Considers their audience when selecting vocabulary and sentence structure, e.g. when addressing younger children compared to adults.</i>

Year group statements: Year 6

Can listen and respond appropriately to adults and their peers. <i>Listens actively maintaining eye contact.</i> <i>Responds to affirm: 'I think that too' and to deepen understanding: 'That's interesting, is it also the case that...'</i> <i>Uses gesture and body language (e.g. nodding) to show their engagement.</i>	Can ask relevant questions to extend their understanding and knowledge. <i>Such as making links across a subject area or drawing several strands of information together 'Is that the same as x?' 'Do you think this is similar to when we found out about...?'</i>	Can use relevant strategies to build their vocabulary. <i>Uses dictionaries and thesauruses effectively.</i> <i>Makes links between words using morphological and etymological knowledge. E.g. 'I know chrono comes from Greek and it means time. I can assume chronologically means in time order'.</i>	Can articulate and justify answers, arguments and opinions. <i>Uses evidence from a range of sources e.g. (generalised knowledge and personal opinion) to justify their answers. This may take the form of several points E.g. 'Some people would argue that... In this book it says... Furthermore, this video shows that... Therefore, I think...'</i>	Can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. <i>Can share a complex narrative for example, multiple characters, several events or a non-chronological structure.</i> <i>Can talk in detail about topics. For example, including many points that are linked cohesively.</i>	Can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. <i>Can take different roles in group discussions (e.g. chairperson, scribe, summariser).</i> <i>Builds on the contributions of others.</i>
Can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. <i>Uses generalisers: 'some people think...' 'it could be possible to...'</i> <i>Employs modals and adverbs of possibility to speculate 'it may be... perhaps it could...' alongside a range of conditional clauses to support abstract thinking.</i>	Can speak audibly and fluently with an increasing command of Standard English. <i>Enunciates clearly.</i> <i>Uses Standard English routinely when addressing an audience. This includes using formal features of Standard English such as the subjunctive form for highly formal interactions.</i>	Can participate in discussions, presentations, performances, role play, improvisations and debates. <i>Understands the different purposes of these activities and can adapt their spoken language use to suit each outcome. E.g which tasks require formal/informal language structures.</i>	Can gain, maintain and monitor the interest of the listener(s). <i>Sometimes uses figurative language techniques (e.g. idioms, hyperbole & humour) to engage their audience.</i> <i>Changes their tone of voice to maintain interest.</i> <i>Repeats important information if they feel their listener has not heard or understood.</i>	Can consider and evaluate different viewpoints, attending to and building on the contributions of others. <i>Notifies who has and hasn't contributed, managing who they draw into discussions.</i> <i>Uses adverbials such as however, furthermore, on the other hand etc. to link ideas logically and cohesively.</i>	Can select and use appropriate registers for effective communication. <i>Knows when different registers are appropriate (e.g. when role playing a conversation with a friend compared to undertaking a formal debate). Can draw on their vocabulary knowledge of more formal language when required.</i> <i>Can use Standard English structures such as the subjunctive mood to hypothesise or sound highly formal.</i>