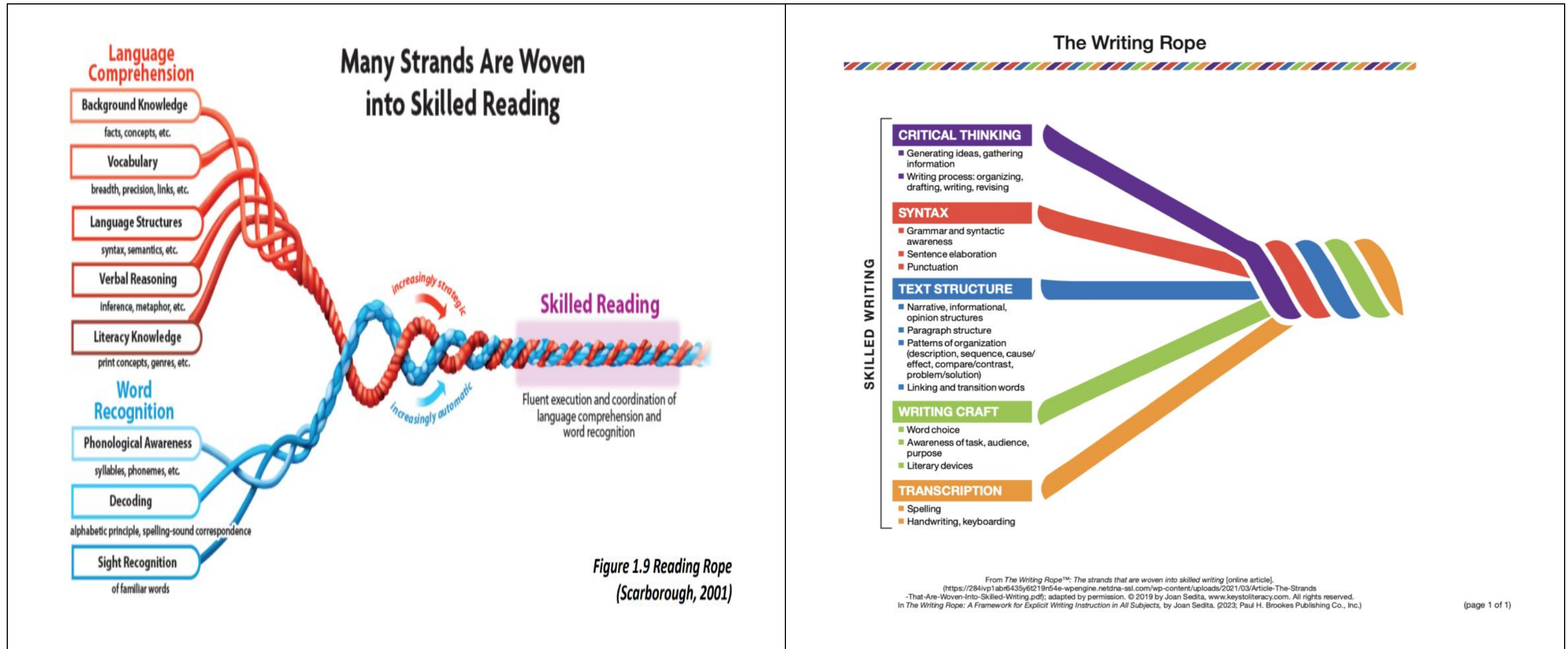# *Subject English 2032-2024*

<span style="color:red">Oracy underpins the development of reading and writing and is threaded throughout the whole curriculum. See our oracy progression documents</span>
<span style="color:purple">Coit Primary School uses **Essential Letters and Sounds** which is a systematic, synthetic, phonics programme validated by the DFE</span>



Many Strands Are Woven into Skilled Reading

**Language Comprehension**
- Background Knowledge (facts, concepts, etc.)
- Vocabulary (breadth, precision, links, etc.)
- Language Structures (syntax, semantics, etc.)
- Verbal Reasoning (inference, metaphor, etc.)
- Literacy Knowledge (print concepts, genres, etc.)

**Word Recognition**
- Phonological Awareness (syllables, phonemes, etc.)
- Decoding (alphabetic principle, spelling-sound correspondence)
- Sight Recognition (of familiar words)

increasingly strategic
increasingly automatic

**Skilled Reading**
Fluent execution and coordination of language comprehension and word recognition

Figure 1.9 Reading Rope (Scarborough, 2001)

The Writing Rope

**SKILLED WRITING**

**CRITICAL THINKING**
- Generating ideas, gathering information
- Writing process: organizing, drafting, writing, revising

**SYNTAX**
- Grammar and syntactic awareness
- Sentence elaboration
- Punctuation

**TEXT STRUCTURE**
- Narrative, informational, opinion structures
- Paragraph structure
- Patterns of organization (description, sequence, cause/effect, compare/contrast, problem/solution)
- Linking and transition words

**WRITING CRAFT**
- Word choice
- Awareness of task, audience, purpose
- Literary devices

**TRANSCRIPTION**
- Spelling
- Handwriting, keyboarding

From The Writing Rope™: The strands that are woven into skilled writing [online article]. (https://284ivp1abr6435y6t219n54e-wpengine.netdna-ssl.com/wp-content/uploads/2021/03/Article-The-Strands-That-Are-Woven-Into-Skilled-Writing.pdf); adapted by permission. © 2019 by Joan Sedita, www.keystoliteracy.com. All rights reserved. In The Writing Rope: A Framework for Explicit Writing Instruction in All Subjects, by Joan Sedita. (2023; Paul H. Brookes Publishing Co., Inc.)

(page 1 of 1)

| **EYFS** | AUT1 | AUT2 | SPR1 | SPR2 | SUM1 | SUM2 |
|---|---|---|---|---|---|---|
| **Class text** | Core texts: Elmer Owl babies | Core texts: The jolly postman Kippers birthday | Core texts: Going on a bear hunt Lost and Found | Core texts: Not a box Lost in the toy museum | Core texts: The Very Hungry Caterpillar Jack and the beanstalk | Core texts: The wonder Supertato |
| **Phonics Coverage** | <span style="color:purple">**Phases 2,3, 4 and 5 (ELS Phonics)**</span> | | | | | |

| Reading and Writing Focus | | | | | |
|---|---|---|---|---|---|

**Column 1:**

**Reading Skills:**
Read individual letters by saying the sounds for them.

**Phonics:**
Phase 2
s a t p
i n m d
g o c k
ck e u r
h b f ff
Harder to read and spell words:
I, the, no , put, of, is , o, go, into , , pull , as, his

**Composition (oral):**
Describing Elmer
Narrative - sequencing, retelling

**Transcription Skills:**
Hear and record initial sounds in words
Labels
Captions

**Column 2:**

**Reading Skills:**
Anticipate – where appropriate – key events in stories
Begin to retell stories
Use recently introduced vocabulary
Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.
Read a few common exception words matched to the school's phonic programme.
Read words consistent with their phonic knowledge by sound-blending

**Phonics:**
Phase 3
j v w x
y z zz qu ch
sh th ng nk
ai ee igh oa
-es

Harder to read and spell words
*application of taught phonemes
*focus on segmenting and blending

**Composition (oral):**
Invitations
Lists

**Transcription Skills:**
Spell words by identifying the sounds and then writing the sound with letter/s.
Spell words by identifying sounds in them and representing the sounds with a letter or letters

**Writing:**
Instructions
Poetry

**Column 3:**

**Reading Skills:**
Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.

**Phonics:**
Phase 3
oo (short)
ar ur oo ow
Ure er ow(oa)

Harder to read and spell words

**Composition (oral):**
repeated refrains

**Transcription Skills:**
**Begin to write simple sentences and captions.**
Narrative – used repeated refrains – scaffolded narrative

**Column 4:**

**Reading Skills:**
Retell a story, joining in with repeated refrains
Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
Read some letter groups that each represent one sound and say sounds for them.
Say a sound for each letter in the alphabet and at least 10 digraphs

**Phonics:**
Phase 3
Review of Phase 3 – gaps from assessments

Harder to read and spell words

**Composition (oral):**
Poetry
Instructions – how to play hide and seek

**Transcription Skills:**

Instructions – how to play hide and seek

Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.

**Column 5:**

**Phonics:**
Phase 3
Review of phase 3
Harder to read and spell words

*phase 3 application in reading and writing

**Column 6:**

**Phonics:**
Phase 4
CVCC –ed (ed)
CVCC –ed (t)
CCVCC –ed (d)
CCCVC
CCCVCC –er -est
Harder to read and spell words

**Reading Skills:**
Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
Have some favourite books and be able to talk about them
Create own stories based on my interests and stories I have read.
Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

**Composition (oral):**
Narrative – Talk for writing
Narrative inventing own stories
Description
Poetry

**Transcription Skills:**
Scaffolded narrative using 'I can see…I see…'
Form lower-case and capital letters correctly.
Write recognisable letters, most of which are correctly formed
Write simple phrases and sentences that can be read by others.

| Y1 | Autumn | Spring | Summer |
|---|---|---|---|
| **Class texts** | **Narrative-** <br> **Goldilocks and the 3 bears** <br> **Magic porridge pot (Nadia Hussain)** <br> **The 3 Little Pigs** <br> **Peace at last** <br><br> **non-fiction-** <br> **Geography text- where we live** <br> **Our Local Area- (Louise Spilsbury) - The street beneath my feet** <br><br> **Poetry-** <br> **Nature poems** <br> **Autumn poems** <br><br> **Poetry- Winter poems** | **Narrative – Alice Melvin – The High Street** <br> **Descriptions of what you might see on a high street** <br><br> **Non-fiction-  Back to the Shops – The High Street in History and the Future – Rachel Bowlby** <br> **Article about the local area – what can we see, what can we do?** <br><br> **Poetry -** <br> **Spring poems** <br> **Local Area Poems – what is there? (Chapeltown and why is it special)** <br> Where I Live: Poems about My Home, My Street, and My Town <br><br> by Paul B Janeczko and Hyewon Yum <br> My First Town <br><br> by Roger Priddy and Priddy Books <br><br> The Town (My First Discovery Paperbacks) <br> by  Christian Broutin | **Poetry -** <br> **The Royal Breakfast** <br> **Rumble in the Jungle** <br> **Summer poems** <br><br> **Narrative:** <br> **Little Red Hen (Nadia Hussain)** <br> **Little Red Hen (Alternative version)** <br> **Farmer Duck** <br> **Rosie's Walk** <br> **We all went on safari** <br><br> **Non-fiction -**, **Handa's Hen etc, The World Came to my place today** <br><br> **Instructions - Making Bread** |
| | | | |

| Reading focus | Objective Focus | Objective Focus | Objective Focus |
|---|---|---|---|
| | Applying phonic knowledge and skills as the route to decode words.<br><br>Responding speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. (KPI)<br><br>Reading accurately by blending sounds in unfamiliar words containing GPCs that have been taught. (KPI)<br><br>Reading common exception words, noting unusual correspondences between spelling and sound. (KPI)<br><br>Reading words of more than one syllable that contain taught GPCs.<br><br>Becoming very familiar with key stories and being able to retell them.<br><br>(KPI)<br><br>Participating in discussion about what is read to them, taking turns and listening to what others say.<br><br>Explaining clearly their understanding of what is read to them. | Applying phonic knowledge and skills as the route to decode words.<br><br>Responding speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. (KPI)<br><br>Reading accurately by blending sounds in unfamiliar words containing GPCs that have been taught. (KPI)<br><br>Reading common exception words, noting unusual correspondences between spelling and sound. (KPI)<br><br>Checking that the text makes sense to them as they read correcting inaccurate reading. (KPI)<br><br>Predicting what might happen on the basis of what has been read so far. (KPI)<br><br>Discussing the significance of the title and events. (KPI)<br><br>Discussing word meanings, linking new meanings to those already known. (KPI)<br><br>Listening to and discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently. (KPI)<br><br>Appreciating rhymes and poems, and to recite some by heart.<br><br>Participating in discussion about what is read to them, taking turns and listening to what others say.<br><br>Explaining clearly their understanding of what is read to them. | Applying phonic knowledge and skills as the route to decode words.<br><br>Responding speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. (KPI)<br><br>Reading accurately by blending sounds in unfamiliar words containing GPCs that have been taught. (KPI)<br><br>Reading common exception words, noting unusual correspondences between spelling and sound. (KPI)<br><br>Reading words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.<br><br>Reading books aloud, accurately that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. (KPI)<br><br>Reading words with contractions.<br><br>Making inferences on the basis of what is being said and done.<br><br>Asking questions about new and unfamiliar words to help make sense of what is being read.<br><br>Participating in discussion about what is read to them, taking turns and listening to what others say.<br><br>Explaining clearly their understanding of what is read to them. |
| **Writing focus**<br>Accurate transcription of sentences – not full texts | **Composition (oral):**<br>**Instructions** How to make porridge (Goldilocks and the Three Bears)<br>Layout of instructions, punctuation, letter formation, application of graphemes taught<br>**Poetry**<br><br>**Transcription:**<br>**Narrative: (fiction)**<br>3rd person<br>Character descriptions, retelling the story (sequencing), simple setting descriptions.<br>Using punctuation, forming clear sentences, clear letter formation<br>Skill - adjectives<br>**Poetry**<br>Nature poems<br>Autumn Poems<br>Layout of a poem, punctuation, letter formation, application of graphemes taught | **Composition (oral):**<br>**Poetry**<br>Skill – tense<br>Narrative – retell a text<br><br>**Transcription:**<br>**Narrative:** Alice Melvin- The High Street<br>simple description of what you might see on a high street<br>Skill - tense<br>**Non-fiction-** Back to the Shops – The High Street in History and the Future – Rachel Bowlby<br> Article about the local area – what can we see, what can we do?<br>Using punctuation, forming clear sentences, clear letter formation<br>Skill - adjectives<br>**Poetry -**<br>Spring poems<br>Local Area Poems – what is there? (Chapeltown and why is it special)<br>Layout of a poem, punctuation, letter formation, application of graphemes taught | **Composition (oral):**<br>**Narrative:**<br>Little Red Hen (Nadia Hussain)<br>Little Red Hen (Alternative version)<br>Farmer Duck<br>Rosie's Walk<br>Supertato<br>retelling the story (sequencing)<br><br>**Transcription:**<br>**Narrative:**<br>Simple descriptions of characters, settings,<br>Using punctuation, forming clear sentences, clear letter formation<br>Skill- adjectives, sentence starters<br><br>**Poetry -**<br>The Royal Breakfast<br>Rumble in the Jungle<br>Summer poems<br>Layout of a poem, punctuation, letter formation, application of graphemes taught |

| | | | | |
|---|---|---|---|---|
| | | | | **Non-fiction -** Handa's Hen etc, The World Came to my place today<br>Using punctuation, forming clear sentences, adjectives, clear letter formation<br>**Instructions -** Making Bread<br>  Layout of instructions, punctuation, letter formation, application of graphemes taught |

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

| **Y2** | **AUT1** | **AUT2** | **SPR1** | **SPR2** | **SUM1** | **SUM2** |
|---|---|---|---|---|---|---|
| **Class text** | Tiddler by Julia Donaldson<br><br>Grandad's Island by Benji<br><br>Davies<br><br>Seaside poetry | Hansel and Gretel<br><br>Jack and the Jellybean stalk *by Racheal  Mortimer* | Katie in London by James Mayhew<br><br> A Bear called Paddington<br>by  *Michael Bond* | Toby and the Great fire of London by *Margaret Nash* and *Jane Cope* | The Twits by *Roald Dahl*<br><br>*Giraffe Pelly and Me Roald Dahl* | Traction Man meets TurboDog<br>by  Mini Grey |

| Phonics | Recap Phase 5 and Phase 6 | | | | | |
|---|---|---|---|---|---|---|
| **Reading focus** | Objectives<br>Reading accurately words of two or more syllables that contain graphemes taught so far, especially recognising alternative sounds for graphemes. (KPI)<br><br>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.<br><br>Continuing to build up a repertoire of poems with simple recurring literary language, learning by heart and reciting some, with appropriate intonation to make the meaning clear.<br><br>Answering and asking questions. (KPI)<br><br>Discussing the sequence of events in books and how items of information is related. (KPI)<br><br>Demonstrating a knowledge of non-fiction books that are structured in different ways. | Objectives<br>Reading accurately words of two or more syllables that contain graphemes taught so far, especially recognising alternative sounds for graphemes. (KPI)<br><br>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.<br><br>Answering and asking questions. (KPI)<br><br>Making inferences about characters, events and motives based on what has been read<br><br>Discussing the sequence of events in books and how items of information are related. (KPI) | Objectives<br>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.<br><br>Continuing to build up a repertoire of poems with simple recurring literary language, learning by heart and reciting some, with appropriate intonation to make the meaning clear.<br><br>Answering and asking questions. (KPI)<br><br>Making inferences about characters, events and motives based on what has been read<br><br>Predicting what might happen on the basis of what has been read so far. (KPI)<br><br>Demonstrating a knowledge of non-fiction books that are structured in different ways. | Objectives<br>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.<br><br>Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. (KPI)<br><br>Making inferences about characters, events and motives based on what has been read<br><br>Predicting what might happen on the basis of what has been read so far. (KPI) | Objectives<br>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.<br><br>Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. (KPI)<br><br>Making inferences about characters, events and motives based on what has been read<br><br>Predicting what might happen on the basis of what has been read so far. (KPI)<br><br>Demonstrating a knowledge of non-fiction books that are structured in different ways. | Objectives<br><br>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.<br><br>Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. (KPI)<br><br>Making inferences about characters, events and motives based on what has been read |
| **Developing throughout the year** | **Reading accurately words of two or more syllables that contain graphemes taught so far, especially recognising alternative sounds for graphemes. (KPI)**<br><br>Reading further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.<br><br>**Reading most words [at an instructional level 93-95%] quickly and accurately, without overt sounding and blending, when they have been frequently encountered. (KPI)**<br><br>**Re-reading books to build up their fluency and confidence in word reading. (KPI)**<br><br>**Using age appropriate texts, checking that the text makes sense to them as they read and correcting inaccurate reading. (KPI)**<br><br>Participating in discussions about books, poems and other works, explaining and discussing their understanding of these texts. | | | | | |

| Writing focus (accurate transcription of sentences a priority over full texts) | **Composition (oral):** Recounts – sequencing ideas Skill (co-ordination) Poetry **Transcription skills:** Narrative 1st person adventure Skill – use of capital letters, full stops, noun phrases | **Composition (oral):** Narrative 1st person settings Skill – use of capital letters, full stops, noun phrases Poetry **Transcription skills:** Recounts / diary entries Skill - subordination Narrative settings Skill – use of capital letters, full stops, noun phrases | **Composition (oral):** Persuasive writing Skill expanded noun phrases **Transcription skills:** Recounts / diary entries Skill - subordination Narrative Setting descriptions Writing in role Skill - subordination Non-chronological reports Skills – sentence openers, conjunctions | **Composition (oral):** Poetry Skill - suffixes **Transcription skills:** Recounts / diary entries Skill - subordination Non-chronological reports Skills – sentence openers, conjunctions | **Composition (oral):** Narrative – character descriptions Skill – apostrophes for possession **Transcription skills:** Narrative 3rd person Writing in role -setting Skill – expanded noun phrases Non-chronological reports Skills – sentence openers, conjunctions | **Composition (oral):** Non-chronological report pollinators (educational visit to Chatsworth) **Transcription skills:** Recount -educational visit to Chatsworth Non-chronological report- Florence Nightingale and Mary Seacole (History link) Skills – punctuation, time conjunctions |
|---|---|---|---|---|---|---|

| **Vocabulary, Grammar and Punctuation ONGOING** | **Word** | Formation of **nouns** using **suffixes** such as –*ness*, –*er* and by compounding [for example, *whiteboard*, *superman*] |
|---|---|---|
| | | Formation of **adjectives** using **suffixes** such as –*ful*, –*less* |
| | | (A fuller list of **suffixes** can be found on page **Error! Bookmark not defined.** in the year 2 spelling section in English Appendix 1) |
| | | Use of the **suffixes** –*er*, –*est* in **adjectives** and the use of –ly in Standard English to turn adjectives into **adverbs** |
| | **Sentence** | **Subordination** (using *when*, *if*, *that*, *because)* and **co-ordination** (using *or*, *and*, *but*) |
| | | Expanded **noun phrases** for description and specification [for example, *the blue butterfly*, *plain flour*, *the man in the moon*] |
| | | **How the grammatical patterns in a sentence indicate its function as a** statement, question, exclamation or command |
| | **Text** | Correct choice and consistent use of **present tense** and **past tense** throughout writing |
| | | Use of the **progressive** form of **verbs** in the **present** and **past tense** to mark actions in progress [for example, *she is drumming, he was shouting*] |
| | **Punctuation** | Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences** |
| | | Commas to separate items in a list |
| | | **Apostrophes** to mark where letters are missing in spelling and to mark singular possession in nouns [for example, *the girl's name*] |
| | **Terminology for pupils** | noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma |

| Y3 | Autumn - Ancient Egypt<br>Field Work | SPR1 - North America | SPR2 – North America | Summer – The Rainforest<br>Ancient Greece |
|---|---|---|---|---|
| **Class text** | **The Egyptian Cinderella**<br>**The Story of Tutankhamun**<br>**Shackleton's Journey**<br>**The lion, the witch and the wardrobe** | **Under the Moon & Over the Sea (poems)**<br>**Gregory Cool** | **Miranda the Explorer** | **Theseus and the Minotaur**<br>**Falling Out of the Sky (poems)**<br>**Myths and Legends**<br>**The Explorer**<br>**The Great Kapok Tree**<br>**There's a Rang-Tan in My Bedroom** |
| **Phonics** | **Intervention Phonics where necessary** | | | |
| **Reading focus** | Usually reading fluently, decoding most new words outside everyday spoken vocabulary. Can read longer words with support and tests out different pronunciations.<br><br>**Applying their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. (KPI)**<br><br>**Reading further exception words (Y3/4 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)**<br><br>When reading silently, independently find the meaning of unfamiliar words to ensure accurate understanding. | Usually reading fluently, decoding most new words outside everyday spoken vocabulary.<br><br>Can read longer words with support and tests out different pronunciations.<br><br>**Applying their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. (KPI)**<br><br>**Reading further exception words (Y3/4 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)** | Usually reading fluently, decoding most new words outside everyday spoken vocabulary.<br><br>Can read longer words with support and tests out different pronunciations.<br><br>**Applying their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. (KPI)**<br><br>**Reading further exception words (Y3/4 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)** | Usually reading fluently, decoding most new words outside everyday spoken vocabulary. Can read longer words with support and tests out different pronunciations.<br><br>**Applying their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. (KPI)**<br><br>**Reading further exception words (Y3/4 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)**<br><br>**Demonstrating an increasing familiarity with a wide range of books from different genres including myths, legends and traditional stories, modern** |
| | **Demonstrating an increasing familiarity with a wide range of books from different genres including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. (KPI)**<br><br>Identifying themes, conventions and features of familiar stories such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales. | When reading silently, independently find the meaning of unfamiliar words to ensure accurate understanding. | **Reading further exception words (Y3/4 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)** | **fiction, fiction from our literary heritage, and books from other cultures and traditions. (KPI)**<br><br>When reading silently, independently find the meaning of unfamiliar words to ensure accurate understanding.<br><br>Discussing words and phrases that capture the reader's interest |

| | | | |
|---|---|---|---|
| | **Predicting** what might happen from details stated and implied. (KPI)<br><br>**Identifying main ideas drawn from a simple text and summarising these. (KPI)**<br>Frequently choosing to read for enjoyment books which are structured in different ways and for a range of purposes<br><br>Reading aloud (including performing) showing understanding through intonation, tone, volume and action<br><br>Recognising some different forms of poetry [for example, free verse, narrative poetry] and learning some by heart.<br><br>Understanding how language, structure, and presentation contribute to meaning.<br><br>**Using dictionaries to check the meaning of words that they have read. (KPI)**<br><br>Discussing words and phrases that capture the reader's interest and imagination.<br><br>Checking that the text makes sense by questioning and explaining unfamiliar words or phrases.<br><br>Asking questions to improve their understanding of a text.<br><br>**Retrieving and recording information from non-fiction. (KPI)**<br><br>Participating in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. | Discussing words and phrases that capture the reader's interest and imagination.<br><br>Drawing inferences from characters' feelings, thoughts and motives that justifies their actions and supporting these views.<br><br>**Identifying main ideas drawn from a simple text and summarising these. (KPI)**<br><br>Frequently choosing to read for enjoyment books which are structured in different ways and for a range of purposes<br><br>**Using dictionaries to check the meaning of words that they have read. (KPI)**<br><br>Asking questions to improve their understanding of a text.<br><br>**Retrieving and recording information from non-fiction. (KPI)**<br><br>Participating in discussion about books that are read to them and those they can read for themselves, taking turns and listening to what others say. | When reading silently, independently find the meaning of unfamiliar words to ensure accurate understanding.<br><br>Drawing inferences from characters' feelings, thoughts and motives that justifies their actions and supporting these views.<br><br>**Predicting what might happen from details stated and implied. (KPI)**<br><br>Frequently choosing to read for enjoyment books which are structured in different ways and for a range of purposes<br><br>Discussing words and phrases that capture the reader's interest and imagination.<br><br>**Using dictionaries to check the meaning of words that they have read. (KPI)**<br><br>Checking that the text makes sense by questioning and explaining unfamiliar words or phrases.<br><br>Asking questions to improve their understanding of a text.<br><br>**Retrieving and recording information from non-fiction. (KPI)**<br><br>Participating in discussion about books that are read to them and those they can read for themselves, taking turns and listening to what | and imagination.<br><br>Identifying themes, conventions and features of familiar stories such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales.<br><br>Drawing inferences from characters' feelings, thoughts and motives that justifies their actions and supporting these views.<br><br>**Predicting** what might happen from details stated and implied. (KPI)<br><br>**Identifying main ideas drawn from a simple text and summarising these. (KPI)**<br><br>Frequently choosing to read for enjoyment books which are structured in different ways and for a range of purposes<br><br>**Using dictionaries to check the meaning of words that they have read. (KPI)**<br><br>Discussing words and phrases that capture the reader's interest and imagination.<br><br>Checking that the text makes sense by questioning and explaining unfamiliar words or phrases.<br><br>Asking questions to improve their understanding of a text.<br><br>**Retrieving and recording information from non-fiction. (KPI)**<br><br>Participating in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. |

| | | | |
|---|---|---|---|
| | | others say. | |
| | | | |

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| **Writing focus** | **Main focus:**<br>1.Non-chronological report<br>Skill - Subordination and coordination (revisit KS1)<br>2.Explanation<br>Skill - Subordination and possessive apostrophes<br>**Oral:** discussing and recording ideas<br>3.Narrative – 1st person,  writing in role, character descriptions<br>Skill- use of adverbs and prepositions<br><br>**Oral:** Poetry | **Main focus:**<br>1.Narrative – 1st person dialogue<br>Skill-inverted commas and speech punctuation<br>2.Persuasion – persuasive language (recap, flattery, exaggeration, command)<br>**Oral:** discussing and recording ideas<br><br><br>**Oral:** Poetry | **Main focus:**<br>1.Narrative – 1st person<br>Setting description<br>Skill-adverbs, sentence length for effect<br>2. Non-chronological report<br>Skill – prepositional phrases, present perfect<br><br><br>**Oral:** poetry | **Main focus:**<br>1.Non chronological reports<br>Skills – layout features, captions, headings, sub-headings<br>**Oral:** composing and rehearsing ideas orally<br>2.Narrative-3rd person<br>Mythical stories including setting descriptions<br>Skills – tenses, direct speech, subordination and coordination<br>3.Persuasion<br>Skills – conjunctions, adverbs, possessive apostrophes<br>**Oral:** composing and rehearsing ideas orally |

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

| Y4 | AUT1 | AUT2 | SPR1 | SPR 2 | SUM1 | Sum 2 |
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| **Class text** | **Class Book**<br>**George's Marvellous Medicine** | **Class Book**<br>**Stig of the Dump** | **Class Book**<br>**Stig of the Dump** | **Class Book**<br>**The Water Horse** | **Class Book**<br>**Romans on the Rampage** | **Class Book**<br>**Cliffhanger** |
| **Reading focus** | -Reading most words effortlessly and attempts to decode unfamiliar words with increasing automaticity.<br>**-Applying their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to** | -Reading most words effortlessly and attempts to decode<br>unfamiliar words with increasing automaticity.<br>**-Applying their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the** | -Reading most words effortlessly and attempts to decode unfamiliar words with increasing automaticity.<br>**-Applying their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to** | -Reading most words effortlessly and attempts to decode unfamiliar words with increasing automaticity.<br>**-Applying their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both** | -Reading most words effortlessly and attempts to decode unfamiliar words with increasing automaticity.<br>**-Applying their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to** | -Reading most words effortlessly and attempts to decode unfamiliar words with increasing automaticity.<br>**-Applying their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to** |

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| understand the meaning of new words they meet. (KPI) -Reading further exception words (Y3/4 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)<br><br>-Confidently reading aloud (including performing) showing understanding through intonation, tone, volume and action.<br>-Recognising some different forms of poetry [for example, free verse, narrative poetry] and learning some by heart. -**Using dictionaries to check the meaning of words that they have read. (KPI)**<br><br>-Checking that the text makes sense by questioning and explaining unfamiliar words or phrases.<br>-Asking questions as they read to improve their understanding of a text. | meaning of new words, they meet. (KPI)<br>-Reading further exception words (Y3/4 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)<br><br>-When reading silently, independently find the meaning of unknown words to ensure accurate understanding and explain how this affects their understanding of the text.<br>-**Using dictionaries to check the meaning of words that they have read. (KPI)**<br>-Confidently reading aloud (including performing) showing understanding through intonation, tone, volume and action.<br>-Discussing the style and type of vocabulary used by the author to support comprehension of texts.<br><br>-Checking that the text makes sense by questioning and explaining unfamiliar words or phrases.<br>-Asking questions as they read to improve their understanding of a text.<br>-**Identifying main ideas drawn from more than one paragraph and summarising these. (KPI) -Confidently retrieving and recording information from nonfiction. (KPI)** | understand the meaning of new words they meet. (KPI) -Reading further exception words (Y3/4 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)<br><br>-Demonstrating a familiarity with a wide range of books and texts, recommending books to others based on own reading preferences, giving reasons for choice. -Frequently choosing to read for enjoyment books which are structured in different ways and for a range of purposes.<br>-Beginning to choose from a wider range of books including new authors not previously chosen.<br><br>-Drawing inferences from characters' feelings, thoughts and motives that justifies their actions and supports these views with evidence from the text.<br>-Justifying predictions with evidence from the text.<br>-Participating in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. | to read aloud and to understand the meaning of new words they meet. (KPI)<br>-Reading further exception words (Y3/4 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)<br><br>-Demonstrating a familiarity with a wide range of books and texts, recommending books to others based on own reading preferences, giving reasons for choice -Frequently choosing to read for enjoyment books which are structured in different ways and for a range of purposes<br>-Confidently reading aloud (including performing) showing understanding through intonation, tone, volume and action.<br>-Recognising some different forms of poetry [for example, free verse, narrative poetry] and learning some by heart. -Drawing inferences from characters' feelings, thoughts and motives that justifies their actions and supports these views with evidence from the text. -Explaining how language, structure, and presentation contribute to meaning. | understand the meaning of new words they meet. (KPI) -Reading further exception words (Y3/4 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)<br><br>-**Using dictionaries to check the meaning of words that they have read. (KPI)**<br>-Discussing the style and type of vocabulary used by the author to support comprehension of texts<br><br>-Checking that the text makes sense by questioning and explaining unfamiliar words or phrases<br>-Asking questions as they read to improve their understanding of a text.<br><br>-Drawing inferences from characters' feelings, thoughts and motives that justifies their actions and supports these views with evidence from the text.<br>-Justifying predictions with evidence from the text. | understand the meaning of new words they meet. (KPI) -Reading further exception words (Y3/4 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)<br><br>-When reading silently, independently find the meaning of unknown words to ensure accurate understanding and explain how this affects their understanding of the text<br><br>-**Identifying main ideas drawn from more than one paragraph and summarising these. (KPI) -Confidently retrieving and recording information from non-fiction. (KPI**<br>-Participating in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say |
| **Writing focus** | **Main focus:**<br>1.Instructions (recipe)<br>Skills, cohesive devices, layout features<br>2.Poetry<br>**Oral:** composing and rehearsing sentences, building a varied and rich vocabulary | **Main focus:**<br>1.Narrative – 1st person<br>Dialogue within a dramatic event<br>Skills – speech punctuation, creating settings, characters and plots using fronted adverbials<br>**Oral:** composing and rehearsing sentences, building a varied and | **Main focus:**<br>1.Recount<br>Skills- oral retelling of key events, cohesive devices<br>**Oral:** debate<br>2.Persuasive advert<br>Skills: persuasive language, causal conjunctions, formal | **Main focus:**<br>1.Narrative – 3rd person<br>Setting description (natural – coastal)<br>Skills – speech punctuation, creating settings, characters and plots using fronted adverbials | **Main focus:**<br>1.Non-chronological report<br>Skills – adverbials, organisational devices<br><br>**2.Oral:** Poetry | **Main Focus:**<br>1.Balanced argument<br>Skills: cohesive devices, formal language<br>**Oral:** debate<br>2.Narrative – 3rd person<br>Mysterious settings (suspense)<br>Skills – apostrophes, similes, metaphors, stylistic features |

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| | | rich vocabulary<br>2.Non-chronological report<br>Skills – layout features, cohesive devices<br>3.Explanation text<br>Skills – causal conjunctions, formal language<br>**Oral:** composing and rehearsing sentences, building a varied and rich vocabulary | language<br>**Oral:** language of debate<br>3.Letter writing<br>Skills: persuasive language, causal conjunctions, formal language | 2.Persuasive (letter writing) – Skills – organising paragraphs around a theme<br>3.**Oral:** Poetry | | |

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| **Vocabulary, Grammar and Punctuation ONGOING** | **Word** | The grammatical difference between **plural** and **possessive** *–s*<br><br>Standard English forms for **verb inflections** instead of local spoken forms [for example, *we were* instead of *we was*, or *I did* instead of *I done*] |
| | **Sentence** | Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*)<br><br>**Fronted adverbials** [for example, *later that day*, I heard the bad news.] |
| | **Text** | Use of paragraphs to organise ideas around a theme<br><br>Appropriate choice of **pronoun** or **noun** within and across **sentences** to aid **cohesion** and avoid repetition |
| | **Punctuation** | Use of inverted commas and other **punctuation** to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, "Sit down!"*]<br><br>**Apostrophes** to mark **plural** possession [for example, *the girl's name*, *the girls' names*]<br><br>Use of commas after **fronted adverbials** |
| | **Terminology for pupils** | determiner<br><br>pronoun, possessive pronoun<br><br>adverbial |

| Y5 | AUT1 | AUT2 | SPR1 | SPR2 | SUM1 | SUM2 |
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| **Class text** | **Viking Boy** | **Legend of Beowulf** | **The Firework Maker's Daughter** | | **Street Child** | **Oliver Twist** |
| **Reading focus** | Reading fluently, confidently and independently using strategies to work out any unfamiliar word. **Applying their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. (KPI) Reading further exception words (Y5/6 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)** Checking understanding using a range of comprehension strategies (see list of comp. strategies), explaining and discussing their understanding of what they have read independent Reading books that are structured in different ways and reading for a range of purposes. | Reading fluently, confidently and independently using strategies to work out any unfamiliar word. **Applying their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. (KPI) Reading further exception words (Y5/6 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)** Checking understanding using a range of comprehension strategies (see list of comp. strategies), explaining and discussing their understanding of what they have read independently. | Reading fluently, confidently and independently using strategies to work out any unfamiliar word. **Applying their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. (KPI) Reading further exception words (Y5/6 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)** Checking understanding using a range of comprehension strategies (see list of comp. strategies), explaining and discussing their understanding of what they have read independently. Recommending books to others based on own reading experiences. Reading books that are structured in different ways and reading for a range of purposes. **Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. (KPI)** Reading accurately at speed to allow a focus on understanding rather than decoding individual words. | | Reading fluently, confidently and independently using strategies to work out any unfamiliar word. **Applying their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. (KPI) Reading further exception words (Y5/6 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)** Checking understanding using a range of comprehension strategies (see list of comp. strategies), explaining and discussing their understanding | Reading fluently, confidently and independently using strategies to work out any unfamiliar word. **Applying their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. (KPI) Reading further exception words (Y5/6 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)** Checking understanding using a range of comprehension strategies (see list of comp. strategies), explaining and discussing their understanding |

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| **Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. (KPI)** Reading accurately at speed to allow a focus on understanding rather than decoding individual words. Recommending books to others based on own reading experiences.<br><br>Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader. **Summarising the main ideas from longer texts drawn from more than one paragraph, identifying key details that support the main ideas. (KPI)** Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence. | Reading books that are structured in different ways and reading for a range of purposes. **Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. (KPI)** Reading accurately at speed to allow a focus on understanding rather than decoding individual words. Recommending books to others based on own reading experiences.<br><br>Making predictions based on evidence that is stated and implied. Demonstrating appropriate intonation, tone and volume when reading aloud to make the meaning clear to the audience. Understanding the conventions of different types of writing, using some technical terms when discussing texts. | Distinguishing between statements of fact and opinion.<br><br>Retrieving, recording and presenting information from non-fiction summarising and recording information found. (KPI)<br><br>Summarising the main ideas from longer texts drawn from more than one paragraph, identifying key details that support the main ideas. (KPI) Making predictions based on evidence that is stated and implied. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence. Asking deeper questions about character and motive to improve their understanding. Understanding the conventions of different types of writing, using some technical terms when discussing texts. | of what they have read independently. Recommending books to others based on own reading experiences. Reading books that are structured in different ways and reading for a range of purposes. **Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. (KPI)** Reading accurately at speed to allow a focus on understanding rather than decoding individual words.<br><br>Distinguishing between statements of fact and opinion. Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader. Making predictions based on evidence that is stated and implied. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence. Recognising themes and making comparisons within and across texts of characters, settings, themes and other aspects within a text. | of what they have read independently. Recommending books to others based on own reading experiences. Reading books that are structured in different ways and reading for a range of purposes. **Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. (KPI)** Reading accurately at speed to allow a focus on understanding rather than decoding individual words.<br><br>Explaining and discussing their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. Demonstrating appropriate intonation, tone and volume when reading aloud to make the meaning clear to the audience.<br><br>Recognising themes and making comparisons within and across texts of characters, settings, themes and other aspects within a text. |
| **Writing focus**<br><br>**Main focus:**<br>1.Narrative – 1st person mystery<br>Skills – dialogue and setting, relative clause, modal verbs<br>**Oral:** ordering events in narratives<br>2.**Oral:** Poetry<br>3.Biographical writing | **Main focus:**<br>1.Narrative – 1st person Adventure (historical)<br>Skills – setting, use of punctuation to create drama, relative clauses to add detail<br>2.Non-fiction – newspaper<br>Skills – use of relative clauses, modal | **Main focus:**<br>1.Persuasive text<br>Skills – modal verbs and persuasive language structures<br>**Oral:** rehearsing of sentences orally<br>2.Narrative – 3rd person suspense<br>Skill – varied and rich vocabulary, cohesive devices to | **Main focus:**<br>1.Non-chronological reports<br>Skills: cohesive devices and layout features<br>**Oral:** formal language structures<br>2.Narrative -1st person<br>Write in role | **Main focus:**<br>1.Persuasive text<br>Skills – modal verbs and persuasive language structures<br>**Oral:** rehearsing of sentences orally<br>2.Auto-biographical writing<br>Skills, use of relative clauses, modal |

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| | Skills – relative clauses, cohesion, adverbials of time, punctuation to avoid ambiguity<br>**Oral:** hotseating, interviews | verbs to avoid ambiguity, layout features of text type<br>3. **Oral:** Poetry | introduce dramatic twists<br>3. **Oral:** Poetry | settings<br>Skills – building character through dialogue, description | verbs, punctuation for clarity<br>Letters<br>Newspaper |

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

| Y6 | AUT1 | AUT2 | SPR1 | SPR2 | SUM1 | SUM2 |
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| **Class Text** | **War Horse**<br>**Michael Morpurgo** | **The Boy in the Striped PJs**<br>**John Boyne** | **Journey to the River Sea**<br>**Eva Ibbotson** | **Topic: The Mayans**<br>**Non-fiction book focus** | **Holes**<br>**Louis Sacher**<br>Non-fiction book focus<br>Topic: The Water Cycle | **Kensuke's Kingdom**<br>**Michael Morpurgo** |
| **Reading Focus** | **Reading focus:**<br>-Fluently and effortlessly reading a wide range of age appropriate texts.<br>-Determining the meaning of new words by applying knowledge of the root words, prefixes and suffixes (morphology and etymology) - **Reading further exception words (Y5/6 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)**<br><br>-Making predictions based on more than one piece of evidence.<br>- When reading silently, checking that the text | **Reading focus:**<br>-Fluently and effortlessly reading a wide range of age appropriate texts.<br>-Determining the meaning of new words by applying knowledge of the root words, prefixes and suffixes (morphology and etymology) - **Reading further exception words (Y5/6 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)**<br><br>-Making predictions based on details stated and implied. Recognising themes and making comparisons within and across texts of characters, settings, themes | **Reading focus:**<br>-Fluently and effortlessly reading a wide range of age appropriate texts.<br>-Determining the meaning of new words by applying knowledge of the root words, prefixes and suffixes (morphology and etymology) - **Reading further exception words (Y5/6 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)**<br><br>-Identifying key details that support main ideas, précising paragraphs and summarising content drawn from longer texts. | **Reading focus:**<br>-Fluently and effortlessly reading a wide range of age appropriate texts.<br>-Determining the meaning of new words by applying knowledge of the root words, prefixes and suffixes (morphology and etymology) - **Reading further exception words (Y5/6 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)**<br><br>-In non-fiction, retrieving records and presenting information to other readers both formally and informally | **Reading focus:**<br>-Fluently and effortlessly reading a wide range of age appropriate texts.<br>-Determining the meaning of new words by applying knowledge of the root words, prefixes and suffixes (morphology and etymology) - **Reading further exception words (Y5/6 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)**<br><br>-Explaining how language, including figurative language, is used to contribute to meaning with evidence from the text. | **Reading focus:**<br>-Fluently and effortlessly reading a wide range of age appropriate texts.<br>-Determining the meaning of new words by applying knowledge of the root words, prefixes and suffixes (morphology and etymology) - **Reading further exception words (Y5/6 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)**<br><br>-Checking understanding using a range of comprehension strategies (see reading glossary), explaining and discussing their understanding of what |

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| | makes sense by <mark>questioning</mark> unfamiliar words or phrases.<br><br>-Checking understanding using a range of comprehension strategies (see reading glossary), explaining and discussing their understanding of what they have read independently. | and other aspects within a text.<br>-Asking <mark>questions</mark> about a text e.g. context and comparison with other texts. - Drawing <mark>inference</mark> from a wide range of texts (e.g. plays. Novels, biographies), inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.<br><br>-Checking understanding using a range of comprehension strategies (see reading glossary), explaining and discussing their understanding of what they have read independently. | -<mark>Exploring the meaning of</mark> words, drawing on contextual evidence and being able to explain how language, structure and presentation can contribute to the meaning of a text.<br><br>-Checking understanding using a range of comprehension strategies (see reading glossary), explaining and discussing their understanding of what they have read independently. | -Checking understanding using a range of comprehension strategies (see reading glossary), explaining and discussing their understanding of what they have read independently. | -Distinguishing independently between statements of <mark>fact and</mark> opinion.<br>**-<mark>Explaining and discussing their understanding</mark> of what they have read, including formal presentations and debates, maintaining a focus on the topic and using notes where necessary, providing reasoned justification for their views. (KPI)**<br><br>-Checking understanding using a range of comprehension strategies (see reading glossary), explaining and discussing their understanding of what they have read independently. | they have read independently. |
| **Writing Focus** | **Main focus:**<br>1.Narrative -1st person<br>Dramatic events<br>Skills – passive cohesive devices, adverbials, dialogue to progress<br>2. instructions<br>Skills – relative clauses, layout features, commands, use of punctuation to avoid ambiguity<br>**Oral:** rehearsal of oral commands<br>**3. Oral:** Poetry | **Main focus:**<br>1.Narrative – 1st person<br>Writing in role<br>Emotional responses<br>Skills, use of punctuation to avoid ambiguity, knowledge of informal language<br>2. Non-fiction. Newspapers with Bias<br>Skills – passive voice, relative clauses to add detail, direct speech formal/informal language<br>3. **Oral:** Poetry | **Main focus:**<br>1.Narrative – 3rd person settings comparing atmosphere<br>Skills – cohesive device, expanded noun phrases, varied vocabulary<br>2.Persuasive writing (historical)<br>Skills – formal register, archaic vocabulary, use of stylistic devices e.g. alliteration, metaphor<br>3. **Oral:** poetry, Performance – iambic pentameter | **Main focus:**<br>1.non-chronological report<br>Skills – cohesion, formal writing, passive voice<br>2. persuasion – layout features, exaggeration, command<br>**Oral:** creating and rehearsing persuasive language | **Main focus:**<br>1.Narrative – 1st person writing in role<br>Skills- showing emotions through stylistic devices, passive, informal register<br>2.Formal letter<br>Skills – cohesion, paragraphing, punctuation to avoid ambiguity<br>**Oral:** debate, hotseating | **Main focus:**<br>1.Narrative – w1st person writing in role<br>Skills- showing emotions through stylistic devices, passive, informal register<br>2.Balanced argument<br>Skills – formal language, technical vocabulary, cohesive devices<br>**Oral:** debate |

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| **Vocabulary, Grammar and Punctuation ONGOING** | **Word** | The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, *find out – discover; ask for – request; go in – enter*]<br>How words are related by meaning as synonyms and antonyms [for example, *big, large, little*]. |

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| | **Sentence** | Use of the **passive** to affect the presentation of information in a **sentence** [for example, *I broke the window in the greenhouse* versus *The window in the greenhouse was broken (by me)*].<br><br>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: *He's your friend, isn't he?*, or the use of **subjunctive** forms such as *If I were* or *Were they to come* in some very formal writing and speech] |
| | **Text** | Linking ideas across paragraphs using a wider range of **cohesive devices**: repetition of a **word** or phrase, grammatical connections [for example, the use of **adverbials** such as *on the other hand*, *in contrast*, or *as a consequence*], and **ellipsis**<br><br>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] |
| | **Punctuation** | Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** [for example, *It's raining; I'm fed up*]<br><br>Use of the colon to introduce a list and use of semi-colons within lists<br><br>**Punctuation** of bullet points to list information<br><br>How hyphens can be used to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*] |
| | **Terminology for pupils** | subject, object<br><br>active, passive<br><br>synonym, antonym<br><br>ellipsis, hyphen, colon, semi-colon, bullet points |