

Subject English 2024-2025

Oracy underpins the development of reading and writing and is threaded throughout the whole curriculum. See our oracy progression documents
Coit Primary School uses **Essential Letters and Sounds** which is a systematic, synthetic, phonics programme validated by the DFE

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

Skilled Reading

Fluent execution and coordination of language comprehension and word recognition

Increasingly strategic
Increasingly automatic

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://284/vp1abr6435y6219n54e-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.)

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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	Phases 2,3, 4 and 5 (ELS Phonics)					

<p>Reading and Writing Focus</p>	<p>Reading Skills: Read individual letters by saying the sounds for them.</p> <p>Phonics: Phase 2 s a t p i n m d g o c k c k e u r h b f f</p>	<p>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</p>	<p>Reading Skills: Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>Phonics: Phase 3 oo (short) ar ur oo ow Ure er ow(oa)</p>	<p>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</p>	<p>Phonics: Phase 3 Review of phase 3 Harder to read and spell words *phase 3 application in reading and writing</p>	<p>Phonics: Phase 4 CVCC –ed (ed) CVCC –ed (t) CCVCC –ed (d) CCCVC CCCVC –er -est Harder to read and spell words</p>
	<p>Harder to read and spell words: l, the, no, put, of, is, o, go, into, , pull, as, his</p> <p>Composition (oral): Describing Elmer Narrative - sequencing, retelling</p> <p>Transcription Skills: Hear and record initial sounds in words Labels Captions</p>	<p>Phonics: Phase 3 j v w x y z zz qu ch sh th ng nk ai ee igh oa -es</p> <p>Harder to read and spell words *application of taught phonemes *focus on segmenting and blending</p> <p>Composition (oral): Invitations Lists</p> <p>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</p> <p>Writing: Instructions Poetry</p>	<p>Harder to read and spell words</p> <p>Composition (oral) repeated refrains</p> <p>Transcription Skills: Begin to write simple sentences and captions. Narrative – used repeated refrains – scaffolded narrative</p>	<p>Phonics: Phase 3 Review of Phase 3 – gaps from assessments</p> <p>Harder to read and spell words</p> <p>Composition (oral): Poetry Instructions – how to play hide and seek</p> <p>Transcription Skills: Instructions – how to play hide and seek</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p>	<p>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.</p> <p>Composition (oral): Narrative – Talk for writing Narrative inventing own stories Description Poetry</p> <p>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.</p>	

Y1	Autumn	Spring	Summer
<p>Class texts</p>	<p><u>Narrative-</u> Goldilocks and the 3 bears Magic porridge pot (Nadia Hussain) The 3 Little Pigs Peace at last</p> <p><u>non-fiction-</u> Geography text- where we live Our Local Area- (Louise Spilsbury) - The street beneath my feet</p> <p><u>Poetry-</u> Nature poems Autumn poems</p> <p><u>Poetry- Winter poems</u></p>	<p><u>Narrative – Alice Melvin – The High Street</u> Descriptions of what you might see on a high street</p> <p><u>Non-fiction- Back to the Shops – The High Street in History and the Future – Rachel Bowlby</u> Article about the local area – what can we see, what can we do?</p> <p><u>Poetry -</u> Spring poems Local Area Poems – what is there? (Chapelton and why is it special) Where I Live: Poems about My Home, My Street, and My Town by Paul B Janeczko and Hyewon Yum My First Town by Roger Priddy and Priddy Books</p> <p>The Town (My First Discovery Paperbacks) by Christian Broutin</p>	<p><u>Poetry -</u> The Royal Breakfast Rumble in the Jungle Summer poems</p> <p><u>Narrative:</u> Little Red Hen (Nadia Hussain) Little Red Hen (Alternative version) Farmer Duck Rosie’s Walk We all went on safari</p> <p><u>Non-fiction -</u>, Handa’s Hen etc, The World Came to my place today</p> <p><u>Instructions - Making Bread</u></p>
<p>Phonics</p>	<p>Phase 5 (ELS phonics)</p>		

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

			<p>Non-fiction - Handa's Hen etc, The World Came to my place today Using punctuation, forming clear sentences, adjectives, clear letter formation</p> <p>Instructions - Making Bread Layout of instructions, punctuation, letter formation, application of graphemes taught</p>
Vocabulary, Grammar and Punctuation ONGOING	Word	<p>Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</p> <p>How the prefix un– changes the meaning of verbs and adjectives [negation, for example, <i>unkind</i>, or <i>undoing: untie the boat</i>]</p>	
	Sentence	<p>singular How words can combine to make sentences</p> <p>Joining words and joining clauses using <i>and</i></p>	
	Text	Sequencing sentences to form short narratives	
	Punctuation	<p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p>	
	Terminology for pupils	<p>letter, capital letter</p> <p>word, plural</p> <p>sentence</p> <p>punctuation, full stop, question mark, exclamation mark</p>	

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

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

<p>Writing focus (accurate transcription of sentences a priority over full texts)</p>	<p>Composition (oral): Recounts – sequencing ideas Skill (co-ordination) Poetry</p> <p>Transcription skills: Narrative 1st person adventure Skill – use of capital letters, full stops, noun phrases</p>	<p>Composition (oral): Narrative 1st person settings Skill – use of capital letters, full stops, noun phrases Poetry</p> <p>Transcription skills: Recounts / diary entries Skill - subordination Narrative settings Skill – use of capital letters, full stops, noun phrases</p>	<p>Composition (oral): Persuasive writing Skill expanded noun phrases</p> <p>Transcription skills: Recounts / diary entries Skill - subordination Narrative Setting descriptions Writing in role Skill - subordination Non-chronological reports Skills – sentence openers, conjunctions</p>	<p>Composition (oral): Poetry Skill - suffixes</p> <p>Transcription skills: Recounts / diary entries Skill - subordination Non-chronological reports Skills – sentence openers, conjunctions</p>	<p>Composition (oral): Narrative – character descriptions Skill – apostrophes for possession</p> <p>Transcription skills: Narrative 3rd person Writing in role -setting Skill – expanded noun phrases Non-chronological reports Skills – sentence openers, conjunctions</p>	<p>Composition (oral): Non-chronological report pollinators (educational visit to Chatsworth)</p> <p>Transcription skills: Recount -educational visit to Chatsworth Non-chronological report- Florence Nightingale and Mary Seacole (History link) Skills – punctuation, time conjunctions</p>
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<p>Vocabulary, Grammar and Punctuation ONGOING</p>	<p>Word</p>	<p>Formation of nouns using suffixes such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i>] Formation of adjectives using suffixes such as <i>-ful, -less</i> (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1) Use of the suffixes <i>-er, -est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs</p>
	<p>Sentence</p>	<p>Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>
	<p>Text</p>	<p>Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]</p>
	<p>Punctuation</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p>
	<p>Terminology for pupils</p>	<p>noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p>

Y3	Autumn - Ancient Egypt Field Work	SPR1 - North America	SPR2 – North America	Summer – The Rainforest Ancient Greece
Class text	<p style="text-align: center;">Cinderella of the Nile The Story of Tutankhamun The lion, the witch and the wardrobe</p>	<p style="text-align: center;">Under the Moon & Over the Sea (poems) Gregory Cool</p>	<p style="text-align: center;">Miranda the Explorer</p>	<p style="text-align: center;">Theseus and the Minotaur Falling Out of the Sky (poems) Myths and Legends The Explorer The Great Kapok Tree There's a Rang-Tan in My Bedroom</p>
Phonics	Intervention Phonics where necessary			
Reading focus	<p>Usually reading fluently, decoding most new words outside everyday spoken vocabulary. Can read longer words with support and tests out different pronunciations.</p> <p>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)</p> <p>Reading further exception words (Y3/4 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)</p> <p>When reading silently, independently find the meaning of unfamiliar words to ensure accurate understanding.</p>	<p>Usually reading fluently, decoding most new words outside everyday spoken vocabulary.</p> <p>Can read longer words with support and tests out different pronunciations.</p> <p>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)</p> <p>Reading further exception words (Y3/4 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)</p>	<p>Usually reading fluently, decoding most new words outside everyday spoken vocabulary.</p> <p>Can read longer words with support and tests out different pronunciations.</p> <p>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)</p> <p>Reading further exception words (Y3/4 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)</p>	<p>Usually reading fluently, decoding most new words outside everyday spoken vocabulary. Can read longer words with support and tests out different pronunciations.</p> <p>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)</p> <p>Reading further exception words (Y3/4 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)</p> <p>Demonstrating an increasing familiarity with a wide range of books from different genres including myths, legends and traditional stories, modern</p>
	<p>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)</p> <p>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.</p>	<p>When reading silently, independently find the meaning of unfamiliar words to ensure accurate understanding.</p> <p>Discussing words and phrases</p>	<p>Reading further exception words (Y3/4 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)</p> <p>When reading silently,</p>	<p>fiction, fiction from our literary heritage, and books from other cultures and traditions. (KPI)</p> <p>When reading silently, independently find the meaning of unfamiliar words to ensure accurate understanding.</p> <p>Discussing words and phrases that capture the reader's interest and imagination.</p>

	<p>Predicting what might happen from details stated and implied. (KPI)</p> <p>Identifying main ideas drawn from a simple text and summarising these. (KPI) Frequently choosing to read for enjoyment books which are structured in different ways and for a range of purposes</p> <p>Reading aloud (including performing) showing understanding through intonation, tone, volume and action</p> <p>Recognising some different forms of poetry [for example, free verse, narrative poetry] and learning some by heart.</p> <p>Understanding how language, structure, and presentation contribute to meaning.</p> <p>Using dictionaries to check the meaning of words that they have read. (KPI)</p> <p>Discussing words and phrases that capture the reader's interest and imagination.</p> <p>Checking that the text makes sense by questioning and explaining unfamiliar words or phrases.</p> <p>Asking questions to improve their understanding of a text.</p> <p>Retrieving and recording information from non-fiction. (KPI)</p> <p>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.</p>	<p>that capture the reader's interest and imagination.</p> <p>Drawing inferences from characters' feelings, thoughts and motives that justifies their actions and supporting these views.</p> <p>Identifying main ideas drawn from a simple text and summarising these. (KPI)</p> <p>Frequently choosing to read for enjoyment books which are structured in different ways and for a range of purposes</p> <p>Using dictionaries to check the meaning of words that they have read. (KPI)</p> <p>Asking questions to improve their understanding of a text.</p> <p>Retrieving and recording information from non-fiction. (KPI)</p> <p>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.</p>	<p>independently find the meaning of unfamiliar words to ensure accurate understanding.</p> <p>Drawing inferences from characters' feelings, thoughts and motives that justifies their actions and supporting these views.</p> <p>Predicting what might happen from details stated and implied. (KPI)</p> <p>Frequently choosing to read for enjoyment books which are structured in different ways and for a range of purposes</p> <p>Discussing words and phrases that capture the reader's interest and imagination.</p> <p>Using dictionaries to check the meaning of words that they have read. (KPI)</p> <p>Checking that the text makes sense by questioning and explaining unfamiliar words or phrases.</p> <p>Asking questions to improve their understanding of a text.</p> <p>Retrieving and recording information from non-fiction. (KPI)</p> <p>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.</p>	<p>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.</p> <p>Drawing inferences from characters' feelings, thoughts and motives that justifies their actions and supporting these views.</p> <p>Predicting what might happen from details stated and implied. (KPI)</p> <p>Identifying main ideas drawn from a simple text and summarising these. (KPI)</p> <p>Frequently choosing to read for enjoyment books which are structured in different ways and for a range of purposes</p> <p>Using dictionaries to check the meaning of words that they have read. (KPI)</p> <p>Discussing words and phrases that capture the reader's interest and imagination.</p> <p>Checking that the text makes sense by questioning and explaining unfamiliar words or phrases.</p> <p>Asking questions to improve their understanding of a text.</p> <p>Retrieving and recording information from non-fiction. (KPI)</p> <p>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.</p>
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<p>Writing focus</p>	<p>Main focus: 1.Non-chronological report Skill - Subordination and coordination (revisit KS1) 2.Explanation Skill - Subordination and possessive apostrophes Oral: discussing and recording ideas 3.Narrative – 1st person, writing in role, character descriptions Skill- use of adverbs and prepositions Oral: Poetry</p>		<p>Main focus: 1.Narrative – 1st person dialogue Skill-inverted commas and speech punctuation 2.Persuasion – persuasive language (recap, flattery, exaggeration, command) Oral: discussing and recording ideas Oral: Poetry</p>	<p>Main focus: 1.Narrative – 1st person Setting description Skill-adverbs, sentence length for effect 2. Non-chronological report Skill – prepositional phrases, present perfect Oral: poetry</p>	<p>Main focus: 1.Non chronological reports Skills – layout features, captions, headings, sub-headings Oral: composing and rehearsing ideas orally 2.Narrative-3rd person Mythical stories including setting descriptions Skills – tenses, direct speech, subordination and coordination 3.Persuasion Skills – conjunctions, adverbs, possessive apostrophes Oral: composing and rehearsing ideas orally</p>
<p>Vocabulary, Grammar and Punctuation ONGOING</p>	<p>Word</p>	<p>Formation of nouns using a range of prefixes [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, <i>a rock</i>, <i>an open box</i>] Word families based on common words, showing how words are related in form and meaning [for example, <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>]</p>			
<p>Sentence</p>	<p>Expressing time, place and cause using conjunctions [for example, <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>], adverbs [for example, <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>], or prepositions [for example, <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>]</p>				
<p>Text</p>	<p>Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</p>				
<p>Punctuation</p>	<p>Introduction to inverted commas to punctuate direct speech</p>				
<p>Terminology for pupils</p>	<p>preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or ‘speech marks’)</p>				

Y4	AUT1	AUT2	SPR1	SPR 2	SUM1	Sum 2
Class text	Class Book George's Marvellous Medicine	Class Book Stig of the Dump	Class Book Stig of the Dump	Class Book The Water Horse	Class Book Romans on the Rampage	Class Book Cliffhanger
Reading focus	-Reading most words effortlessly and attempts to decode unfamiliar words with increasing automaticity. -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. -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. -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. -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. -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. -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

	<p>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)</p> <p>-Confidently reading aloud (including performing) showing understanding through intonation, tone, volume and action.</p> <p>-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)</p> <p>-Checking that the text makes sense by questioning and explaining unfamiliar words or phrases.</p> <p>-Asking questions as they read to improve their understanding of a text.</p>	<p>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)</p> <p>-When reading silently, independently find the meaning of unknown words to ensure accurate understanding and explain how this affects their understanding of the text.</p> <p>-Using dictionaries to check the meaning of words that they have read. (KPI)</p> <p>-Confidently reading aloud (including performing) showing understanding through intonation, tone, volume and action.</p> <p>-Discussing the style and type of vocabulary used by the author to support comprehension of texts.</p> <p>-Checking that the text makes sense by questioning and explaining unfamiliar words or phrases.</p> <p>-Asking questions as they read to improve their understanding of a text.</p> <p>-Identifying main ideas drawn from more than one paragraph and summarising these. (KPI) - Confidently retrieving and recording information from nonfiction. (KPI)</p>	<p>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)</p> <p>-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.</p> <p>-Beginning to choose from a wider range of books including new authors not previously chosen.</p> <p>-Drawing inferences from characters' feelings, thoughts and motives that justifies their actions and supports these views with evidence from the text.</p> <p>-Justifying predictions with evidence from the text.</p> <p>-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.</p>	<p>to read aloud and to 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)</p> <p>-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</p> <p>-Confidently reading aloud (including performing) showing understanding through intonation, tone, volume and action.</p> <p>-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.</p>	<p>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)</p> <p>-Using dictionaries to check the meaning of words that they have read. (KPI)</p> <p>-Discussing the style and type of vocabulary used by the author to support comprehension of texts</p> <p>-Checking that the text makes sense by questioning and explaining unfamiliar words or phrases</p> <p>-Asking questions as they read to improve their understanding of a text.</p> <p>-Drawing inferences from characters' feelings, thoughts and motives that justifies their actions and supports these views with evidence from the text.</p> <p>-Justifying predictions with evidence from the text.</p>	<p>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)</p> <p>-When reading silently, independently find the meaning of unknown words to ensure accurate understanding and explain how this affects their understanding of the text</p> <p>-Identifying main ideas drawn from more than one paragraph and summarising these. (KPI) -Confidently retrieving and recording information from non-fiction. (KPI)</p> <p>-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</p>
Writing focus	<p>Main focus:</p> <p>1.Instructions (recipe) Skills, cohesive devices, layout features</p> <p>2.Poetry</p> <p>Oral: composing and rehearsing sentences, building a varied and rich vocabulary</p>	<p>Main focus:</p> <p>1.Narrative – 1st person Dialogue within a dramatic event Skills – speech punctuation, creating settings, characters and plots using fronted adverbials</p> <p>Oral: composing and rehearsing sentences, building a varied and</p>	<p>Main focus:</p> <p>1.Recount Skills- oral retelling of key events, cohesive devices</p> <p>Oral: debate</p> <p>2.Persuasive advert Skills: persuasive language, causal conjunctions, formal</p>	<p>Main focus:</p> <p>1.Narrative – 3rd person Setting description (natural – coastal) Skills – speech punctuation, creating settings, characters and plots using fronted adverbials</p>	<p>Main focus:</p> <p>1.Non-chronological report Skills – adverbials, organisational devices</p> <p>2.Oral: Poetry</p>	<p>Main Focus:</p> <p>1.Balanced argument Skills: cohesive devices, formal language</p> <p>Oral: debate</p> <p>2.Narrative – 3rd person Mysterious settings (suspense) Skills – apostrophes, similes, metaphors, stylistic features</p>

		rich vocabulary 2.Non-chronological report Skills – layout features, cohesive devices 3.Explanation text Skills – causal conjunctions, formal language Oral: composing and rehearsing sentences, building a varied and rich vocabulary	language Oral: language of debate 3.Letter writing Skills: persuasive language, causal conjunctions, formal language	2.Persuasive (letter writing) – Skills – organising paragraphs around a theme 3. Oral: Poetry		
Vocabulary, Grammar and Punctuation ONGOING	Word	The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>]				
	Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) Fronted adverbials [for example, <i>later that day, I heard the bad news.</i>]				
	Text	Use of paragraphs to organise ideas around a theme 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: <i>The conductor shouted, “Sit down!”</i>] Apostrophes to mark plural possession [for example, <i>the girl’s name, the girls’ names</i>] Use of commas after fronted adverbials				
	Terminology for pupils	determiner pronoun, possessive pronoun adverbial				

Y5	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
Class text	Viking Boy	Legend of Beowulf	The Firework Maker's Daughter		Street Child	Oliver Twist
Reading focus	<p>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)</p> <p>Reading further exception words (Y5/6 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)</p> <p>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.</p>	<p>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)</p> <p>Reading further exception words (Y5/6 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)</p> <p>Checking understanding using a range of comprehension strategies (see list of comp. strategies), explaining and discussing their understanding of what they have read independently.</p>	<p>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)</p> <p>Reading further exception words (Y5/6 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)</p> <p>Checking understanding using a range of comprehension strategies (see list of comp. strategies), explaining and discussing their understanding of what they have read independently.</p> <p>Recommending books to others based on own reading experiences.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. (KPI)</p> <p>Reading accurately at speed to allow a focus on understanding rather than decoding individual words.</p>		<p>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)</p> <p>Reading further exception words (Y5/6 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)</p> <p>Checking understanding using a range of comprehension strategies (see list of comp. strategies), explaining and discussing their understanding</p>	<p>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)</p> <p>Reading further exception words (Y5/6 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI)</p> <p>Checking understanding using a range of comprehension strategies (see list of comp. strategies), explaining and discussing their understanding</p>

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

	Skills – relative clauses, cohesion, adverbials of time, punctuation to avoid ambiguity Oral: hotseating, interviews	verbs to avoid ambiguity, layout features of text type 3. Oral: Poetry	introduce dramatic twists 3. Oral: Poetry	settings Skills – building character through dialogue, description	verbs, punctuation for clarity Letters Newspaper
Vocabulary, Grammar and Punctuation ONGOING	Word	Converting nouns or adjectives into verbs using suffixes [for example, <i>-ate; -ise; -ify</i>] Verb prefixes [for example, <i>dis-, de-, mis-, over- and re-</i>]			
	Sentence	Relative clauses beginning with <i>who, which, where, when, whose, that</i> , or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, <i>perhaps, surely</i>] or modal verbs [for example, <i>might, should, will, must</i>]			
	Text	Devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>] Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before]			
	Punctuation	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity			
	Terminology for pupils	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity			

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

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

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