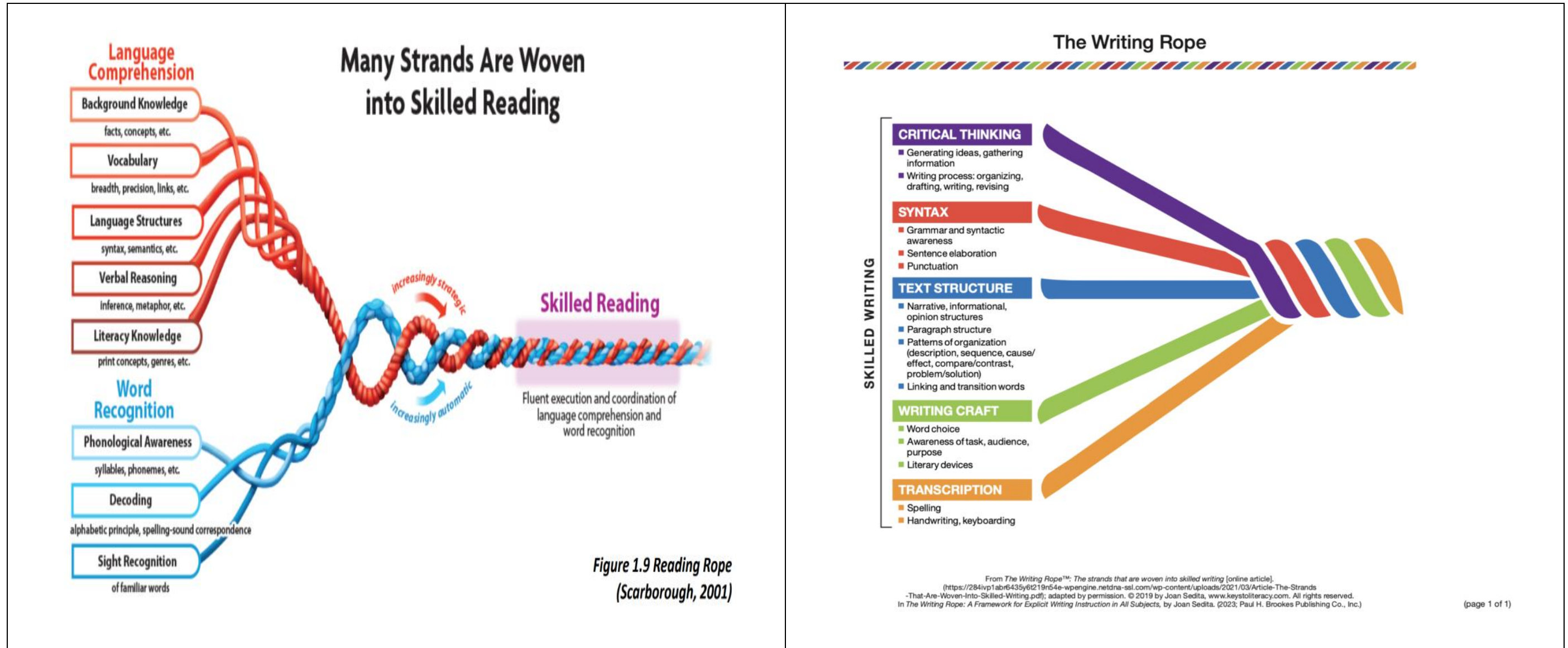


Subject English 2025-2026

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



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)					

Reading and Writing Focus	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 c k e u r h b f f f	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	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)	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 Harder to read and spell words *phase 3 application in reading and writing	Phonics: Phase 4 CVCC –ed (ed) CVCC –ed (t) CCVCC –ed (d) CCCVC CCCVCC –er -est Harder to read and spell words
	Harder to read and spell words: l, 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	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	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	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.	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	<u>Narrative-</u> The Three Little Pigs Goldilocks and the 3 bears Stickman <u>non-fiction-</u> Our Local Area- (Louise Spilsbury) - The street beneath my feet <u>Poetry-</u> Bonfire poems Autumn poems Winter poems	<u>Narrative – Alice Melvin – The High Street</u> Descriptions of what you might see on a high street <u>Non-fiction-</u> 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? <u>Poetry -</u> Spring poems Local Area Poems – what is there? (Chapeltown and why is it special) Where I Live: Poems about My Home, My Street, and My Town by Paul B Janeczko and Hyewon Yum	<u>Poetry -</u> Summer Poems <u>Narrative:</u> Supertato Handa’s Suprise <u>Non-fiction -</u> The World Came to my place today
Phonics	Phase 5 (ELS phonics)		

Reading focus	Objective Focus Applying phonic knowledge and skills as the route to decode words. 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) Reading accurately by blending sounds in unfamiliar words containing GPCs that have been taught. (KPI) Reading common exception words, noting unusual correspondences between spelling and sound. (KPI) Reading words of more than one syllable that contain taught GPCs. Becoming very familiar with key stories and being able to retell them. (KPI) Participating in discussion about what is read to them, taking turns and listening to what others say. Explaining clearly their understanding of what is read to them.	Objective Focus Applying phonic knowledge and skills as the route to decode words. 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) Reading accurately by blending sounds in unfamiliar words containing GPCs that have been taught. (KPI) Reading common exception words, noting unusual correspondences between spelling and sound. (KPI) Checking that the text makes sense to them as they read correcting inaccurate reading. (KPI) Predicting what might happen on the basis of what has been read so far. (KPI) Discussing the significance of the title and events. (KPI) Discussing word meanings, linking new meanings to those already known. (KPI) Listening to and discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently. (KPI) Appreciating rhymes and poems, and to recite some by heart. Participating in discussion about what is read to them, taking turns and listening to what others say. Explaining clearly their understanding of what is read to them.	Objective Focus Applying phonic knowledge and skills as the route to decode words. 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) Reading accurately by blending sounds in unfamiliar words containing GPCs that have been taught. (KPI) Reading common exception words, noting unusual correspondences between spelling and sound. (KPI) Reading words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. 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) Reading words with contractions. Making inferences on the basis of what is being said and done. Asking questions about new and unfamiliar words to help make sense of what is being read. Participating in discussion about what is read to them, taking turns and listening to what others say. Explaining clearly their understanding of what is read to them.
Writing focus Accurate transcription of sentences – not full texts	Composition (oral): Instructions How to make porridge (Goldilocks and the Three Bears) Layout of instructions, punctuation, letter formation, application of graphemes taught Poetry Transcription: Narrative: (fiction) Character descriptions, retelling the story (sequencing), 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	Composition (oral): Poetry Skill – tense Narrative – retell a text Transcription: Narrative: (fiction/ non-fiction) Alice Melvin- The High Street Recount a 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	Composition (oral): Narrative: Handa’s Surprise Supertato retelling the story (sequencing) Transcription: Simple descriptions of characters, settings, Using punctuation, forming clear sentences, clear letter formation Skill- adjectives, sentence starters Poetry - Summer poems Layout of a poem, punctuation, letter formation, application of graphemes taught Non-fiction - , The World Came to my place today Using punctuation, forming clear sentences, adjectives, clear letter formation

Vocabulary, Grammar and Punctuation ONGOING	Word	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 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>) How the prefix un– changes the meaning of verbs and adjectives [negation, for example, <i>unkind</i> , or <i>undoing: untie the boat</i>]
	Sentence	singular How words can combine to make sentences Joining words and joining clauses using <i>and</i>
	Text	Sequencing sentences to form short narratives
	Punctuation	Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I
	Terminology for pupils	letter, capital letter word, plural sentence punctuation, full stop, question mark, exclamation mark

Y2	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
Class text	Tiddler by Julia Donaldson Grandad’s Island by Benji Davies Seaside poetry	Hansel and Gretel Jack and the Jellybean stalk by Racheal Mortimer	Katie in London by James Mayhew A Bear called Paddington by Michael Bond	Toby and the Great fire of London by Margaret Nash and Jane Cope	The Twits by Roald Dahl Giraffe Pelly and Me Roald Dahl	Traction Man meets TurboDog by Mini Grey
Phonics	Recap Phase 5 and Phase 6					

Reading focus	Objectives Reading accurately words of two or more syllables that contain graphemes taught so far, especially recognising alternative sounds for graphemes. (KPI) Discussing and clarifying the meanings of words, linking new meanings to known vocabulary. 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. Answering and asking questions. (KPI) Discussing the sequence of events in books and how items of information is related. (KPI) Demonstrating a knowledge of non-fiction books that are structured in different ways.	Objectives Reading accurately words of two or more syllables that contain graphemes taught so far, especially recognising alternative sounds for graphemes. (KPI) Discussing and clarifying the meanings of words, linking new meanings to known vocabulary. Answering and asking questions. (KPI) Making inferences about characters, events and motives based on what has been read Discussing the sequence of events in books and how items of information are related. (KPI)	Objectives Discussing and clarifying the meanings of words, linking new meanings to known vocabulary. 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. Answering and asking questions. (KPI) Making inferences about characters, events and motives based on what has been read Predicting what might happen on the basis of what has been read so far. (KPI) Demonstrating a knowledge of non-fiction books that are structured in different ways.	Objectives Discussing and clarifying the meanings of words, linking new meanings to known vocabulary. 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) Making inferences about characters, events and motives based on what has been read Predicting what might happen on the basis of what has been read so far. (KPI) Demonstrating a knowledge of non-fiction books that are structured in different ways.	Objectives Discussing and clarifying the meanings of words, linking new meanings to known vocabulary. 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) Making inferences about characters, events and motives based on what has been read	Objectives Discussing and clarifying the meanings of words, linking new meanings to known vocabulary. 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) 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) Reading further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Reading most words [at an instructional level 93-95%] quickly and accurately, without overt sounding and blending, when they have been frequently encountered. (KPI) Re-reading books to build up their fluency and confidence in word reading. (KPI) Using age appropriate texts, checking that the text makes sense to them as they read and correcting inaccurate reading. (KPI) 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 <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
	Sentence	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
	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, <i>she is drumming, he was shouting</i>]
	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, <i>the girl's name</i>]
	Terminology for pupils	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma

Y3	Autumn - Ancient Egypt Field Work	SPR1 - North America	SPR2 – North America	Summer – The Rainforest Ancient Greece
Class text	Cinderella of the Nile The Story of Tutankhamun The lion, the witch and the wardrobe	Under the Moon & Over the Sea (poems) Gregory Cool	Miranda the Explorer	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

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. 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) Reading further exception words (Y3/4 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI) 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. Can read longer words with support and tests out different pronunciations. 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) 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. 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) 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. 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) Reading further exception words (Y3/4 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI) 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) 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. Predicting what might happen from details stated and implied. (KPI) 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 Reading aloud (including performing) showing understanding through intonation, tone, volume and action Recognising some different forms of poetry [for example, free verse, narrative poetry] and learning some by heart.	When reading silently, independently find the meaning of unfamiliar words to ensure accurate understanding. Discussing words and phrases that capture the reader's interest and imagination. Drawing inferences from characters' feelings, thoughts and motives that justifies their actions and supporting these views. Identifying main ideas drawn from a simple text and summarising these. (KPI)	Reading further exception words (Y3/4 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI) When reading silently, independently find the meaning of unfamiliar words to ensure accurate understanding. Drawing inferences from characters' feelings, thoughts and motives that justifies their actions and supporting these views. Predicting what might happen from details	fiction, fiction from our literary heritage, and books from other cultures and traditions. (KPI) When reading silently, independently find the meaning of unfamiliar words to ensure accurate understanding. Discussing words and phrases that capture the reader's interest and imagination. 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. Drawing inferences from characters' feelings, thoughts and motives that justifies their actions and supporting these views. Predicting what might happen from details stated and implied. (KPI) Identifying main ideas drawn from a simple text and summarising these. (KPI)

	Understanding how language, structure, and presentation contribute to meaning. Using dictionaries to check the meaning of words that they have read. (KPI) Discussing words and phrases that capture the reader's interest and imagination. Checking that the text makes sense by questioning and explaining unfamiliar words or phrases. Asking questions to improve their understanding of a text. Retrieving and recording information from non-fiction. (KPI) 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.	Frequently choosing to read for enjoyment books which are structured in different ways and for a range of purposes Using dictionaries to check the meaning of words that they have read. (KPI) Asking questions to improve their understanding of a text. Retrieving and recording information from non-fiction. (KPI) 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.	stated and implied. (KPI) Frequently choosing to read for enjoyment books which are structured in different ways and for a range of purposes Discussing words and phrases that capture the reader's interest and imagination. Using dictionaries to check the meaning of words that they have read. (KPI) Checking that the text makes sense by questioning and explaining unfamiliar words or phrases. Asking questions to improve their understanding of a text. Retrieving and recording information from non-fiction. (KPI) 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.	Frequently choosing to read for enjoyment books which are structured in different ways and for a range of purposes Using dictionaries to check the meaning of words that they have read. (KPI) Discussing words and phrases that capture the reader's interest and imagination. Checking that the text makes sense by questioning and explaining unfamiliar words or phrases. Asking questions to improve their understanding of a text. Retrieving and recording information from non-fiction. (KPI) 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.
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Writing focus	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 – 1 st person, writing in role, character descriptions Skill- use of adverbs and prepositions Oral: Poetry		Main focus: 1.Narrative – 1 st person dialogue Skill-inverted commas and speech punctuation 2.Persuasion – persuasive language (recap, flattery, exaggeration, command) Oral: discussing and recording ideas Oral: Poetry	Main focus: 1.Narrative – 1 st person Setting description Skill-adverbs, sentence length for effect 2. Non-chronological report Skill – prepositional phrases, present perfect Oral: poetry	Main focus: 1.Non chronological reports Skills – layout features, captions, headings, sub-headings Oral: composing and rehearsing ideas orally 2.Narrative-3 rd 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
Vocabulary, Grammar and Punctuation ONGOING	Word	Formation of nouns using a range of prefixes [for example <i>super–, anti–, auto–</i>] Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a rock, an open box</i>] Word families based on common words , showing how words are related in form and meaning [for example, <i>solve, solution, solver, dissolve, insoluble</i>]			
	Sentence	Expressing time, place and cause using conjunctions [for example, <i>when, before, after, while, so, because</i>], adverbs [for example, <i>then, next, soon, therefore</i>], or prepositions [for example, <i>before, after, during, in, because of</i>]			
	Text	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>]			
	Punctuation	Introduction to inverted commas to punctuate direct speech			
	Terminology for pupils	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or ‘speech marks’)			

Y4	AUT1	AUT2	SPR1	SPR 2	SUM1	Sum 2
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Class text	Class Book George's Marvellous Medicine	Class Book The Boy with the Bronze Axe	Class Book The Boy with the Bronze Axe	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

	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) -Confidently reading aloud (including performing) showing understanding through intonation, tone, volume and action. -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) -Checking that the text makes sense by questioning and explaining unfamiliar words or phrases. -Asking questions as they read to improve their understanding of a text.	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) -When reading silently, independently find the meaning of unknown words to ensure accurate understanding and explain how this affects their understanding of the text. -Using dictionaries to check the meaning of words that they have read. (KPI) -Confidently reading aloud (including performing) showing understanding through intonation, tone, volume and action. -Discussing the style and type of vocabulary used by the author to support comprehension of texts. -Checking that the text makes sense by questioning and explaining unfamiliar words or phrases. -Asking questions as they read to improve their understanding of a text. -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) -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. -Beginning to choose from a wider range of books including new authors not previously chosen. -Drawing inferences from characters' feelings, thoughts and motives that justifies their actions and supports these views with evidence from the text. -Justifying predictions with evidence from the text. -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) -Reading further exception words (Y3/4 list), noting the unusual correspondences between spelling and sound, and where these occur in the word. (KPI) -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 -Confidently reading aloud (including performing) showing understanding through intonation, tone, volume and action. -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) -Using dictionaries to check the meaning of words that they have read. (KPI) -Discussing the style and type of vocabulary used by the author to support comprehension of texts -Checking that the text makes sense by questioning and explaining unfamiliar words or phrases -Asking questions as they read to improve their understanding of a text. -Drawing inferences from characters' feelings, thoughts and motives that justifies their actions and supports these views with evidence from the text. -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) -When reading silently, independently find the meaning of unknown words to ensure accurate understanding and explain how this affects their understanding of the text -Identifying main ideas drawn from more than one paragraph and summarising these. (KPI) -Confidently retrieving and recording information from non-fiction. (KPI) -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: 1.Instructions (recipe) Skills, cohesive devices, layout features 2.Poetry Oral: composing and rehearsing sentences, building a varied and rich vocabulary	Main focus: 1.Narrative – 1st person Dialogue within a dramatic event Skills – speech punctuation, creating settings, characters and plots using fronted adverbials Oral: composing and rehearsing sentences, building a varied and	Main focus: 1.Recount Skills- oral retelling of key events, cohesive devices Oral: debate 2.Persuasive advert Skills: persuasive language, causal conjunctions, formal	Main focus: 1.Narrative – 3rd person Setting description (natural – coastal) Skills – speech punctuation, creating settings, characters and plots using fronted adverbials	Main focus: 1.Non-chronological report Skills – adverbials, organisational devices 2.Oral: Poetry	Main Focus: 1.Balanced argument Skills: cohesive devices, formal language Oral: debate 2.Narrative – 3rd person Mysterious settings (suspense) Skills – apostrophes, similes, metaphors, stylistic features

		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> , <i>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</i> , <i>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	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

	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. 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. 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. Retrieving, recording and presenting information from non-fiction summarising and recording information found. (KPI) 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. 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. 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. Recognising themes and making comparisons within and across texts of characters, settings, themes and other aspects within a text.
Writing focus	Main focus: 1.Narrative – 1st person mystery Skills – dialogue and setting, relative clause, modal verbs Oral: ordering events in narratives 2.Oral: Poetry 3.Biographical writing	Main focus: 1.Narrative – 1st person Adventure (historical) Skills – setting, use of punctuation to create drama, relative clauses to add detail 2.Non-fiction – newspaper Skills – use of relative clauses, modal	Main focus: 1.Persuasive text Skills – modal verbs and persuasive language structures Oral: rehearsing of sentences orally 2.Narrative – 3rd person suspense Skill – varied and rich vocabulary, cohesive devices to	Main focus: 1.Non-chronological reports Skills: cohesive devices and layout features Oral: formal language structures 2.Narrative -1st person Write in role	Main focus: 1.Persuasive text Skills – modal verbs and persuasive language structures Oral: rehearsing of sentences orally 2.Auto-biographical writing Skills, use of relative clauses, modal

	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	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) -Making predictions based on more than one piece of evidence. - When reading silently, checking that the text	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) -Making predictions based on details stated and implied. Recognising themes and making comparisons within and across texts of characters, settings, themes	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) -Identifying key details that support main ideas, precisising paragraphs and summarising content drawn from longer texts.	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) -In non-fiction, retrieving records and presenting information to other readers both formally and informally	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) -Explaining how language, including figurative language, is used to contribute to meaning with evidence from the text.	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) -Checking understanding using a range of comprehension strategies (see reading glossary), explaining and discussing their understanding of what

	makes sense by questioning unfamiliar words or phrases. -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. -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. -Checking understanding using a range of comprehension strategies (see reading glossary), explaining and discussing their understanding of what they have read independently.	-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. -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 fact and opinion. -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) -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: 1.Narrative -1st person Dramatic events Skills – passive cohesive devices, adverbials, dialogue to progress 2. instructions Skills – relative clauses, layout features, commands, use of punctuation to avoid ambiguity Oral: rehearsal of oral commands 3. Oral: Poetry	Main focus: 1.Narrative – 1st person Writing in role Emotional responses Skills, use of punctuation to avoid ambiguity, knowledge of informal language 2. Non-fiction. Newspapers with Bias Skills – passive voice, relative clauses to add detail, direct speech formal/informal language 3. Oral: Poetry	Main focus: 1.Narrative – 3rd person settings comparing atmosphere Skills – cohesive device, expanded noun phrases, varied vocabulary 2.Persuasive writing (historical) Skills – formal register, archaic vocabulary, use of stylistic devices e.g. alliteration, metaphor 3. Oral: poetry, Performance – iambic pentameter	Main focus: 1.non-chronological report Skills – cohesion, formal writing, passive voice 2. persuasion – layout features, exaggeration, command Oral: creating and rehearsing persuasive language	Main focus: 1.Narrative – 1st person writing in role Skills- showing emotions through stylistic devices, passive, informal register 2.Formal letter Skills – cohesion, paragraphing, punctuation to avoid ambiguity Oral: debate, hotseating	Main focus: 1.Narrative – w1st person writing in role Skills- showing emotions through stylistic devices, passive, informal register 2.Balanced argument Skills – formal language, technical vocabulary, cohesive devices Oral: debate

Vocabulary, Grammar and Punctuation ONGOING	Word	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>] How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>].
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	Sentence	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>]. 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 <u>were</u></i> or <i><u>Were they</u> to come</i> 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 <i>on the other hand</i> , <i>in contrast</i> , or <i>as a consequence</i>], and ellipsis 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, <i>It's raining; I'm fed up</i>] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information 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>]
	Terminology for pupils	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points