



English Writing Progression Grid
 CARE
 Prepare - Believe

Intent statement

At Badsworth C of E Junior and Infant school, we believe that broad, balanced and ambitious are key factors that shape our curriculum. English here is rich in substantive and disciplinary knowledge and ignites curiosity within learners which ultimately leads them on a learning journey of independence and discovery whilst creating a positive culture in school. The aim for our English provision is to provide every pupil with the opportunity to develop a love of literature and writing in an environment where both are promoted, enjoyed and considered enjoyable by all.

Transcription
 Spelling & Etymology

	Year 1 Pupils should be taught to:	Year 2 Pupils should be taught to:	Years 3 & 4 Pupils should be taught to:	Years 5 & 6 Pupils should be taught to:
Revision	Revision from EYFS teaching and learning should include: <ul style="list-style-type: none"> - all letters of the alphabet and the sounds which they most commonly represent - consonant digraphs which have been taught and the sounds which they represent - vowel digraphs which have been taught and the sounds which they represent - the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds - words with adjacent consonants - guidance and rules which have been taught 	Revise Phase 5 & consolidate Phase 6 Revise – see half termly spelling overviews Reinforce accurate spelling of Y1 common exception words.	Although the teaching of phonics is not a statutory requirement at Key Stage 2, in Year 3, children who need extra support are given intervention. Year 3 revise - see half termly spelling overviews Reinforce accurate spelling of Year 2 common exception words in writing. Reinforce phonic work when teaching spelling, referring to phonemes children have previously learnt. Year 4 will consolidate skills taught by Y3. Continue to reinforce common homophones from Year 2 in writing.	Year 5 - Revise – see half termly spelling overviews Reinforce accurate spelling of Year 3 & 4 common exception words. Year 6 – Consolidate skills taught in Year 5 Revise – see half termly spelling overviews

Phonic Links	...spell: <ul style="list-style-type: none"> words containing each of the 40+ phonemes already taught as part of our Floppy's Phonics scheme common exception words the days of the week words containing 'tch' as in <i>fe-tch</i> 	...spell by: <ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, & learn some words with each spelling... From Appendix 1: <ul style="list-style-type: none"> The /dʒ/ sound spelt as ge and dge at the end of words & sometimes spelt as g elsewhere in words before e, i and y (<i>badge, age, giant</i>) The /s/ sound spelt c before e, i and y (<i>ice, rice</i>) The /n/ sound spelt kn & (less often) gn at the beginning of words (<i>gnat, knock</i>) The /i:/ sound spelt -ey (<i>key, monkey</i>) The /ʌ/ sound spelt o (<i>mother, other</i>) The /r/ sound spelt wr at the beginning of words (<i>write, wrap</i>) 	From Appendix 1: <ul style="list-style-type: none"> The /ɪ/ sound spelt y elsewhere than at the end of words (<i>myth, gym, pyramid etc</i>) Words with endings sounding like /ʒə/ (-sure) or /tʃə/ (-ture) (<i>treasure, texture</i>) Words with the /eɪ/ sound spelt ei, eigh, or ey (<i>vein, weigh, they</i>) The /ʌ/ sound spelt ou (<i>young, touch</i>) 	From Appendix 1: <ul style="list-style-type: none"> Words containing the letter-string ough (<i>ought, rough, through, thorough</i>) Words with the /i:/ sound spelt ei after c (<i>receive, caffeine</i>)
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Prefixes and Suffixes	Year 1 Pupils should be taught to:	Year 2 Pupils should be taught:	Years 3 & 4 Pupils should be taught:	Years 5 & 6 Pupils should be taught:
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<p>Phonics Links (continued)</p>		<ul style="list-style-type: none"> ▫ The /l/ or /əl/ sound spelt -le at the end of words (<i>table, apple</i>) ▫ The /l/ or /əl/ sound spelt -el at the end of words (<i>camel, tinsel</i>) ▫ The /l/ or /əl/ sound spelt -al at the end of words (<i>material, metal</i>) ▫ Words ending -il (<i>pencil, stencil</i>) ▫ The /aɪ/ sound spelt -y at the end of words (<i>fly, July</i>) ▫ The /ɔ:/ sound spelt a before l and ll (<i>ball, talk</i>) ▫ The /b/ sound spelt a after w and qu (<i>want, squash</i>) ▫ The /ɜ:/ sound spelt or after w (<i>word, worm</i>) ▫ The /ɜ:/ sound spelt ar after w (<i>war, warm</i>) ▫ The /ʒ/ sound spelt s (<i>treasure, usual</i>) 		
<p>Prefixes & Suffixes</p>	<ul style="list-style-type: none"> ▫ Add prefixes and suffixes: <ul style="list-style-type: none"> i. using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs ii. using the prefix un- iii. using -ing, -ed, -er and -est where no change is needed in the spelling of root words ▫ Apply simple spelling rules and guidance, as listed in English Appendix 1 	<ul style="list-style-type: none"> ● Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly <p>From Appendix 1:</p> <ul style="list-style-type: none"> ▫ Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter (<i>runner, patted</i>) ▫ Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it (<i>replying, copied</i>) ▫ Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it (<i>nicer, shiny</i>) ▫ Adding -es to nouns and verbs ending in -y (<i>flies, tries</i>) ▫ The suffixes -ment, -ness, -ful, -less and -ly ▫ Words ending in -tion (<i>fiction, station</i>) 	<ul style="list-style-type: none"> ● use further prefixes and suffixes and understand how to add them (English Appendix 1) <p>From Appendix 1:</p> <ul style="list-style-type: none"> ▫ Add suffixes beginning with vowel letters to words of more than one syllable (<i>gardener, beginning, forgotten</i>) ▫ dis- & mis- prefixes (negative meanings) ▫ in- prefix, (meaning 'not' or 'in/into') becoming il-, im-, in- prefixes ▫ re- prefix (meaning 'again' or 'back') ▫ sub-, inter-, super- prefixes (positional – meaning 'below', 'between/among', and 'above') ▫ anti- prefix (meaning 'against') ▫ auto- prefix (meaning 'self' or 'own') ▫ -ation suffix (changing verbs to nouns) ▫ -ly suffix (changing adjectives to adverbs) ▫ -ous suffix ▫ Endings which sound like /ʃən/ making -tion, -sion, -ssion, -cian 	<ul style="list-style-type: none"> ● use further prefixes and suffixes and understand the guidance for adding them <p>Appendix 1:</p> <ul style="list-style-type: none"> ▫ Adding suffixes beginning with vowel letters to words ending in -fer ▫ Endings which sound like /ʃəl/ spelt -cial, -ial ▫ Words ending in -ant, -ance/-ancy, -ent, -ence/-ency ▫ Words ending in -able and -ible, and -ably and -ibly ▫ Endings which sound like /ʃəs/ spelt -cious or -tious (<i>conscious, ambitious</i>)

□ Endings which sound like /ʒən/ end in -
sion (division, invasion)

	Year 1 Pupils should be taught to:	Year 2 Pupils should be taught:	Years 3 & 4 Pupils should be taught to:	Years 5 & 6 Pupils should be taught to:
Common Exception/ Commonly misspelled	<p>Pupils' attention should be drawn to the grapheme - phoneme correspondences that do and do not fit in with what has been taught so far.</p> <ul style="list-style-type: none"> • apply spelling rules and guidance, as listed in English Appendix 1 • learning to spell common exception words <i>(Also mentioned in Appendix 1)</i> 	<ul style="list-style-type: none"> • apply spelling rules and guidance, as listed in English Appendix 1 • learning to spell common exception words <i>(Also mentioned in Appendix 1)</i> 	<ul style="list-style-type: none"> • spell words that are often misspelt (Appendix 1) 	<ul style="list-style-type: none"> • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
Loanwords/ Foreign Origin			<p>From Appendix 1:</p> <ul style="list-style-type: none"> ▫ Words with the /k/ sound spelt ch (Greek in origin) (scheme, chorus) ▫ Words with the /j/ sound spelt ch (mostly French in origin) (chef, brochure) ▫ Words ending with the /g/ sound spelt -gue & the /k/ sound spelt -que (French in origin) (league, antique) ▫ Words with the /s/ sound spelt sc (Latin in origin) (science, discipline) 	
Silent Letters				<ul style="list-style-type: none"> • spell some words with 'silent' letters [e.g. knight, psalm, solemn] <i>(Also in Appendix 1)</i>

<p>Homophones & Near Homophones</p>		<ul style="list-style-type: none"> learning new ways of spelling phonemes for which one or more spellings are already known, & learn some words with each spelling, including a few <u>common homophones</u> distinguishing between homophones & near-homophones (Also mentioned in Appendix 1) 	<ul style="list-style-type: none"> spell further homophones (Also mentioned in Appendix 1) 	<ul style="list-style-type: none"> continue to distinguish between homophones and other words which are often confused. (Also mentioned in Appendix 1)
<p>Dictionary &</p>	<p>Understand alphabetical order and order words in such a way</p>	<ul style="list-style-type: none"> Use the first letter of a word to find it in a dictionary order words alphabetically beginning with the same letter using their second letters 	<ul style="list-style-type: none"> use the first two or three letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> use dictionaries to check the spelling and meaning of words use the first three or four letters of a word to check spelling, meaning or both in a dictionary
<p>Thesaurus Skills</p>				<ul style="list-style-type: none"> use a thesaurus.
<p>Adding Punctuation</p>	<ul style="list-style-type: none"> Recognise when nouns are proper and need a capital letter. 	<ul style="list-style-type: none"> learning to spell more words with contracted forms. (Also mentioned in Appendix 1) 		<p>From Appendix 1: □ Use of the hyphen (co-ordinate, re-enter)</p>
		<ul style="list-style-type: none"> learning the possessive apostrophe (singular) [e.g. the girl's book] (Also mentioned in Appendix 1) 	<ul style="list-style-type: none"> place the possessive apostrophe accurately in words with regular plurals [e.g. girls', boys'] & in words with irregular plurals [e.g. children's] (Also in Appendix 1) 	
<p>Dictation</p>		<ul style="list-style-type: none"> write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	<p>write from memory simple sentences, dictated by the teacher, that include words & punctuation taught so far.</p>	

		Handwriting and letter formation			
		Year 1 Pupils should be taught to:	Year 2 Pupils should be taught to:	Years 3 & 4 Pupils should be taught to:	Years 5 & 6 Pupils should be taught to:
	Formation	<ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 	<ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • write capital letters and digits of the correct size, orientation & relationship to one another and to lower case letters 		
	Cursive Script	<ul style="list-style-type: none"> • understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these 	<ul style="list-style-type: none"> • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined 	<ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. <p>Year 3 & 4 – reinforce accurate joining patterns from Year 2.</p>	<p>... write legibly & with increasing speed by:</p> <ul style="list-style-type: none"> • choosing which shape of a letter to use when given choices & deciding whether or not to join specific letters
	Legibility	<ul style="list-style-type: none"> • use spacing between words that reflects the size of the letters. 	<ul style="list-style-type: none"> • legible writing that can be read by the child and the teacher easily. • Orientation and size of letters is mostly accurate. 	<ul style="list-style-type: none"> • increase the legibility, consistency and quality of their handwriting [e.g. by ensuring that the downstrokes of letters are parallel & equidistant; that lines of writing are spaced sufficiently so that the ascenders & descenders of letters do not touch]. 	

		Writing composition			
		Year 1 Pupils should be taught:	Year 2 Pupils should be taught:	Years 3 & 4 Pupils should be taught:	Years 5 & 6 Pupils should be taught:
Revision	To write sentences that make sense leading on to short, coherent narratives that contain a beginning, a middle and an end.	Build upon the short narratives, extending to writing more at length. Collect vocabulary from reading to be used in writing.	Continue to encourage oral rehearsal of ideas before writing. Encourage more independence in writing in Year 3. Children can still have the support of the teacher but need to progress to showing more independence in their ideas, vocabulary choices and sentence construction. Draw more upon reading to inform writing, using texts taught in class as models. Collect vocabulary from reading to be used in writing. Reinforce the need to proof-read to check tenses and punctuation taught in Year 2.	Continue to develop vocabulary, moving to more complex choices. Reinforce the need to proof-read to check tenses and punctuation taught in Year 3 & 4. Reinforce accurate paragraphing.	
Genres	<p>...develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • writing narratives about personal experiences & those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes 	KS2 – Genres to be finalised and agreed with class teachers			

Planning	<p>...consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> planning or saying out loud what they are going to write about 	<p>...consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> planning or saying out loud what they are going to write about encapsulating what they want to say, sentence by sentence 	<p>...plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to what they are planning to write in order to understand & learn from its structure, vocabulary & grammar 	<p>...plan their writing by:</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form & using similar writing as models for their own in writing narratives, considering how authors have developed characters & settings in what pupils have read, listened to/ seen performed
		<ul style="list-style-type: none"> writing down ideas and/or key words, including new vocabulary 	<ul style="list-style-type: none"> discussing and recording ideas 	<ul style="list-style-type: none"> noting and developing initial ideas, drawing on reading and research where necessary

	Year 1 Pupils should be taught to:	Year 2 Pupils should be taught to:	Years 3 & 4 Pupils should be taught to:	Years 5 & 6 Pupils should be taught to:
Vocabulary & Sentence structure	<p>write by:</p> <ul style="list-style-type: none"> • write about real events, recording these simply and clearly • demarcating most sentences in their writing with capital letters and full stops, and question marks correctly when required • write about relevant events, recording these simply and clearly in a logical order 		<p>...draft and write by:</p> <ul style="list-style-type: none"> • composing & rehearsing sentences orally (including dialogue), progressively building a varied & rich vocabulary & an increasing range of sentence structures (Appendix 2) 	<p>...draft and write by:</p> <ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
Paragraphing & Cohesion	<ul style="list-style-type: none"> • Use coordinating conjunctions (<i>and, or, but</i>) and some subordinating conjunctions to join clauses and add further detail to their writing 		<ul style="list-style-type: none"> • organising paragraphs around a theme <p>From Appendix 2 – Year 3:</p> <ul style="list-style-type: none"> □ Introduction to paragraphs as a way to group related material <p>From Appendix 2 – Year 4:</p> <ul style="list-style-type: none"> □ Use of paragraphs to organise ideas around a theme 	<ul style="list-style-type: none"> • using a wide range of devices to build cohesion within and across paragraphs <p>From Appendix 2 – Year 5:</p> <ul style="list-style-type: none"> □ Devices to build cohesion within a paragraph □ Linking ideas across paragraphs using adverbials of time, place and number or tense choices <p>From Appendix 2 – Year 6</p> <ul style="list-style-type: none"> □ Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [e.g. <i>the use of adverbials such as on the other hand, in contrast, or as a consequence</i>], and ellipsis □ Layout devices [e.g. <i>headings, sub-headings, columns, bullets, or tables, to structure text</i>]
				<ul style="list-style-type: none"> • précising longer passages

Organisation	<ul style="list-style-type: none"> • Writing may contain some organizational features appropriate to text type being studied. • Logically ordered sentences 	<ul style="list-style-type: none"> • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>From Appendix 2 – Year 3</p> <ul style="list-style-type: none"> □ Headings and sub-headings to aid presentation 	<ul style="list-style-type: none"> • using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
Narrative	<ul style="list-style-type: none"> • composing simple, coherent narratives about personal experiences and those of others (real and fictional) 	<ul style="list-style-type: none"> • in narratives, create settings, characters and plot 	<ul style="list-style-type: none"> • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.

		Year 1 Pupils should be taught to:	Year 2 Pupils should be taught to:	Years 3 & 4 Pupils should be taught to:	Years 5 & 6 Pupils should be taught to:
Evaluate & Edit	Evaluating	<p>...evaluate their writing along side a teacher in accordance with a clear success criteria</p> <ul style="list-style-type: none"> 	<p>...make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> evaluating their writing with the teacher and other pupils in accordance with a clear success criteria 	<p>...evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others writing and suggesting improvements in accordance with a clear success criteria 	<p>...evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own & others' writing
	Making Amendments	<ul style="list-style-type: none"> pupils make amendments alongside teacher or peer following evaluation 		<ul style="list-style-type: none"> proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences 	<ul style="list-style-type: none"> proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
	Checking	<ul style="list-style-type: none"> Ensure punctuation is accurate Ensure it makes sense Ensure known spellings are correctly spelled. 	<ul style="list-style-type: none"> re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form 		<ul style="list-style-type: none"> ensuring the consistent and correct use of tense throughout a piece of writing
	Proof-reading	<p>reread their work to check that it makes sense and they have:</p> <ul style="list-style-type: none"> accurate capital letters and full stops at the beginning and end of sentences. Capital letters for some proper nouns. 	<ul style="list-style-type: none"> proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] 		<ul style="list-style-type: none"> ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
	Performing/ reading aloud	<ul style="list-style-type: none"> Read aloud what they have written, sounding out, blending or segmenting any new or unfamiliar words. 	<ul style="list-style-type: none"> read aloud fluently what they have written with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> read aloud fluently their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> perform their own compositions, using appropriate intonation, volume, & movement so that meaning is clear.

NC Link English Appendix 2		Grammar, Punctuation & Spelling			
	Year 1 Pupils should be taught to:	Year 2 Pupils should be taught to:	Years 3 & 4 Pupils should be taught to:	Years 5 & 6 Pupils should be taught to:	
Knowledge		...learn how to use... <ul style="list-style-type: none"> the grammar for year 2 in English Appendix 2 Revise terminology & punctuation from Yr1.	...develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> learning the grammar for years 3 and 4 in English Appendix 2 	...develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> learning the grammar for years 5 & 6 in Appendix 2 	
			Year 3 - Revise the following: <ul style="list-style-type: none"> Year 2 tenses, punctuation & terminology Year 4 – Revise Year 3 specific objectives, including terminology	Year 5 - Revise the following: <ul style="list-style-type: none"> Year 3 – forming nouns using prefixes Year 4 – plural possessive & fronted adverbials Sub-ordinating conjunctions Year 6 – Revision involves re-capping Yr 3-5 <ul style="list-style-type: none"> Year 4 – Standard English Year 5 – relative clauses, parenthesis & modal verbs 	
Word	From Appendix 2 – Year 1 Regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)	From Appendix 2 – Year 2 □ Formation of nouns using suffixes such as -ness , -er and by compounding [e.g. whiteboard, superman] □ Formation of adjectives using suffixes such as -ful , -less (See Spelling for more suffixes) □ Use of the suffixes -er , -est in	From Appendix 2 – Year 3 □ Formation of nouns using a range of prefixes [e.g. super- , anti- , auto-] (See Spelling for relevant prefixes) □ Use of the forms a or an according to whether the next word begins with a consonant or a vowel □ Word families based on common words, showing how words are related in form and meaning [e.g. solve, solution, solver, dissolve, insoluble]	From Appendix 2 – Year 5 □ Converting nouns or adjectives into verbs using suffixes [e.g. -ate ; -ise ; -ify] □ Verb prefixes [e.g. dis- , de- , mis- , over- and re-] From Appendix 2 – Year 6 □ How words are related by meaning as synonyms and antonyms [e.g. big, large, little].	

	How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]	adjectives and the use of -ly in Standard English to turn adjectives into adverbs	From Appendix 2 - Year 4 □ The grammatical difference between plural and possessive -s (See Spelling – linked to adding possessive apostrophe)	
Terminology		<ul style="list-style-type: none"> • use & understand the grammatical terminology in Appendix 2 in discussing their writing. 	<ul style="list-style-type: none"> • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. 	
	From Appendix 2 – Year 1	From Appendix 2 – Year 2	From Appendix 2 – Year 3	From Appendix 2 – Year 5
	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb tense (past, present), apostrophe, comma	preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or ‘speech marks’) From Appendix 2 – Year 4 determiner, pronoun, possessive pronoun, adverbial	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity From Appendix 2 – Year 6 subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

		Year 1 Pupils should be taught to:	Year 2 Pupils should be taught to:	Years 3 & 4 Pupils should be taught to:	Years 5 & 6 Pupils should be taught to:
Sentence	Modal Verbs				<ul style="list-style-type: none"> using modal verbs or adverbs to indicate degrees of possibility <i>(Also mentioned in Appendix 2 – Year 5)</i>
	Passive Voice				<ul style="list-style-type: none"> using passive verbs to affect the presentation of information in a sentence <i>(Also mentioned in Appendix 2 – Year 6)</i>
	Extending Sentences	Joining words and joining clauses using <i>and</i>	<ul style="list-style-type: none"> subordination (using <i>when, if, that, or because</i>) and co-ordination (using <i>or, and, or but</i>) <i>(Also in Appendix 2)</i> 	<p>...develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because, although</i> 	<ul style="list-style-type: none"> using relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (i.e. omitted) relative pronoun <i>(Also mentioned in Appendix 2 – Year 5)</i>
				<ul style="list-style-type: none"> using conjunctions, adverbs and prepositions to express time & cause <i>(Also in Appendix 2 – Year 3)</i> using fronted adverbials <i>(Also in Appendix 2 – Year 4)</i> 	
Sentence Types	<ul style="list-style-type: none"> sentences with different forms: clauses Recognise questions <i>(Also mentioned in Appendix 2)</i> 	<ul style="list-style-type: none"> sentences with different forms: statement, question, exclamation, command <i>(Also mentioned in Appendix 2)</i> 	<ul style="list-style-type: none"> Revise sentence in different forms: Statement, exclamation, command 		

	Verb Tenses		<ul style="list-style-type: none"> the present and past tenses correctly and consistently including the progressive form From Appendix 2: <ul style="list-style-type: none"> Correct choice & consistent use of present tense & past tense throughout writing Use of the progressive form of verbs in the present & past tense to mark actions in progress [e.g. she is drumming] 	<ul style="list-style-type: none"> using the present perfect form of verbs in contrast to the past tense From Appendix 2 – Year 3 <ul style="list-style-type: none"> Use of the present perfect form of verbs instead of the simple past 	<ul style="list-style-type: none"> using the perfect form of verbs to mark relationships of time and cause
	Noun Phrases		...learn how to use: <ul style="list-style-type: none"> expanded noun phrases to describe and specify [for example, the blue butterfly] <i>(Also mentioned in Appendix 2)</i> 	From Appendix 2 – Year 4 <ul style="list-style-type: none"> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the strict maths teacher with curly hair...) 	<ul style="list-style-type: none"> using expanded noun phrases to convey complicated information concisely

	Year 1 Pupils should be taught to:	Year 2 Pupils should be taught to:	Years 3 & 4 Pupils should be taught to:	Years 5 & 6 Pupils should be taught to:
Cohesion	...reread sentences and check that they make sense.		<ul style="list-style-type: none"> choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (<i>Also in Appendix 2 – Year 4</i>) 	<p>...develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms (<i>Also in Appendix 2 – Year 6</i>) learners demonstrate the ability to choose the appropriate register for the audience of the writing.
	Formality	<p>...learn how to use...</p> <ul style="list-style-type: none"> some features of written Standard English 	<p>From Appendix 2 – Year 4</p> <ul style="list-style-type: none"> Standard English forms for verb inflections instead of local spoken forms [e.g. <i>we were instead of we was, or I did instead of I done</i>] 	
Punctuation	<p>Understand that a sentence begins with a capital letter and ends with a full stop</p> <ul style="list-style-type: none"> learning how to use both familiar & new punctuation correctly including full stops and capital letters. 	<p>...develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> learning how to use both familiar & new punctuation correctly including full stops, capital letters, exclamation & question marks... (<i>Also mentioned in Appendix 2</i>) 		
	<ul style="list-style-type: none"> Understand proper nouns need capital letters including: <ul style="list-style-type: none"> -Days of the week -Months of they year -Name's of people and places 	<ul style="list-style-type: none"> (See above) – '...commas for lists...' (<i>Also mentioned in Appendix 2</i>) 	<p>...indicate grammatical and other features by:</p> <ul style="list-style-type: none"> using commas after fronted adverbials (<i>Also mentioned in Appendix 2 – Year 4</i>) 	<p>...indicate grammatical and other features by:</p> <ul style="list-style-type: none"> using commas to clarify meaning or avoid ambiguity in writing (<i>Also mentioned in Appendix 2 – Year 5</i>)
	<ul style="list-style-type: none"> Use of <i>finger spaces</i> and clear handwriting formation is key to writing sentences 			<ul style="list-style-type: none"> using hyphens to avoid ambiguity (<i>Also in Appendix 2 – Year 6</i>) using brackets, dashes or commas to indicate parenthesis (<i>Also in Appendix 2 – Year 5</i>) using semi-colons, colons or dashes to mark boundaries between independent clauses (<i>Also in Appendix 2 – Year 6</i>) using a colon to introduce a list

				<p><i>(Also in Appendix 2 – Year 6)</i></p> <ul style="list-style-type: none"> • punctuating bullet points consistently <i>(Also in Appendix 2 – Year 6)</i>
		<ul style="list-style-type: none"> • (See above) – ‘... apostrophes for contracted forms and the possessive (singular)’ <i>(Also mentioned in Appendix 2)</i> 	<ul style="list-style-type: none"> • indicating possession by using the possessive apostrophe with plural nouns <i>(Also mentioned in Appendix 2 – Year 4)</i> 	<ul style="list-style-type: none"> • correctly punctuating direct speech when the speech is split into two parts across the sentence
			<ul style="list-style-type: none"> • using and punctuating direct speech <p>From Appendix 2 – Year 3</p> <ul style="list-style-type: none"> □ Introduction to inverted commas to punctuate direct speech <p>From Appendix 2 – year 4</p> <ul style="list-style-type: none"> □ Use of inverted commas & other punctuation to indicate direct speech 	

Composition objectives:

Pupils should be taught to plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form & using similar writing as models for their own
- in writing narratives, considering how authors have developed characters & settings in what pupils have read, listened to/ seen performed Encouraging children to

learn from texts read and to apply structures to their own writing is a transferable skill that will continue to be taught in KS3.

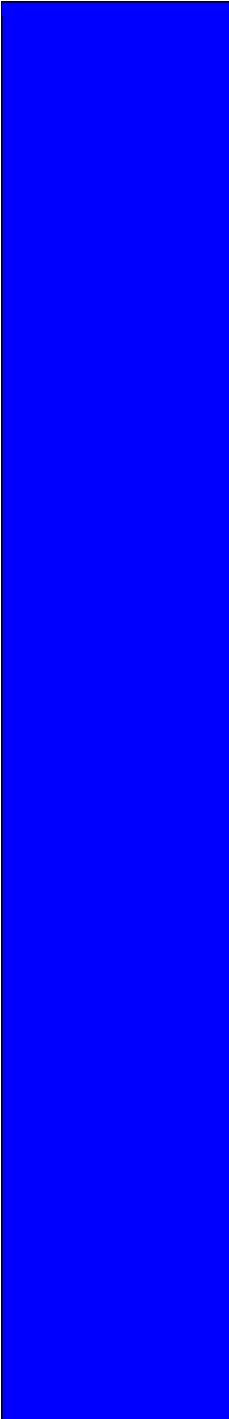
Exposing children to a range of texts and providing them with opportunities to write for a range of purposes, both formally and informally, will give them a broad reading diet and skills needed to be successful in KS3.

	Reading						
	Novels Poetry						
Taught texts & Hook Books	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1		The knight who wouldn't fight <i>By Helen Docherty</i>	Mudpuddle farm <i>By Michael Morpurgo</i>	Stone Age Boy <i>By Satoshi Kitamura</i>	Traditional fairy tales (Various – Hans Christensen Andersen)	Fastest boy in the world <i>By Elizabeth Laird</i>	The Explorer <i>By Katherine Rundell</i>
Autumn 2		Naughty bus <i>By Jan Oke</i>	Toby and the Great fire of London <i>By Margaret Nash</i>	Stone Girl Bone Girl <i>By Laurence Anholt</i>	Beowulf <i>By Michael Morpurgo</i>	Brightstorm <i>By Vashti Hardy</i> In Flanders Field <i>By John McRae</i>	The Shaman's apprentice <i>By Lynne Cherry</i>

<p>Spring 1</p>		<p>The wind and the sun From Aesop's fables</p>	<p>The Tempest (Early reader) William Shakespear</p>	<p>The lost diary of Tutankhamun's Mummy By Clive Dickenson</p>	<p>Viking Boy By Tony Bradman</p>	<p>See you in the cosmos By Jack Cheng</p> <p>'The light of stars' By Henry Wadsworth Longfellow</p> <p>Silver By Walter de la Mare</p>	<p>Street Child By Berlie Doherty</p>
<p>Spring 2</p>		<p>Paddington Bear's guide to London By Michael Bond</p>	<p>Treasure Island By Robert Louis Stevenson</p>	<p>The wreck of the Zanzibar By Michael Morpurgo</p>	<p>Secret of the night train By Sylvia Bishop</p>	<p>Escape from Pompeii By Christina Balit</p>	<p>The Titanic detective agency By Lindsay Littleson</p>
<p>Summer 1</p>		<p>Percy the park keeper By Nick Butterworth</p>	<p>Flat Stanley's amazing Mexican secret By Jeff Brown</p>	<p>Roman Myths</p>	<p>City of ember By Jeanne DuPrau</p>	<p>Dead Man's Cove By Lauren St John</p> <p>Nation's Ode to the Coast Dr John Cooper Clarke</p>	<p>Goodnight Mr Tom Michelle Magorian</p>

Summer 2		Seaside poems	The owl who was afraid of the dark <i>By Jill Tomlinson</i>	Town by the sea <i>By Joanne Schwartz</i>		Greek Myths Jabberwocky <i>By Lewis Carroll</i>	
Story time reading books						Hacker <i>By Malorie Blackman</i>	

<p>Decoding children should:</p>	<p>Identify the taught GPCs (the sounds that the letters make) including some digraphs. (LIT)</p> <p>Blend the taught sounds to read CVC, CVCC and CCVC words. (LIT)</p> <p>Read some taught common exception/ high frequency and familiar words. (LIT)</p> <p>Read sentences made up of words with taught sounds and common exception words. (LIT)</p>	<p>apply phonic knowledge to decode words</p> <p>read aloud phonically-decodable texts</p> <p>re-read books to build fluency and confidence</p> <p>read simple sentences and understand the meaning including what a pronoun is (extra)</p> <p>speedily read all 40+ letters /groups for 40+ phonemes including alternative sounds for graphemes</p> <p>read Year 1 common exception words noting unusual correspondences between spelling and sound (identifying where they appear)</p>	<p>apply phonic decoding until automatic and reading is fluent</p> <p>read common suffixes (-ed, -ing,-er, -est, -y, -er, -ment, -ful, -ness, -less, -ly</p> <p>re-read books to build up fluency and confidence in word reading</p> <p>note punctuation to read with appropriate expression</p> <p>read accurately by blending, including alternative sounds for graphemes</p> <p>read Year 2 common exception words, noting unusual correspondences</p>	<p>apply their growing knowledge of root words, prefixes and suffixes(morphology and etymology), both to read aloud and to understand the meaning of new words they meet</p> <p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</p>
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read polysyllabic words containing taught GPCs

read common suffixes (-s, -es, -ing, -ed, -er and -est)

read contractions and understand that the apostrophe represents the omitted letter(s)

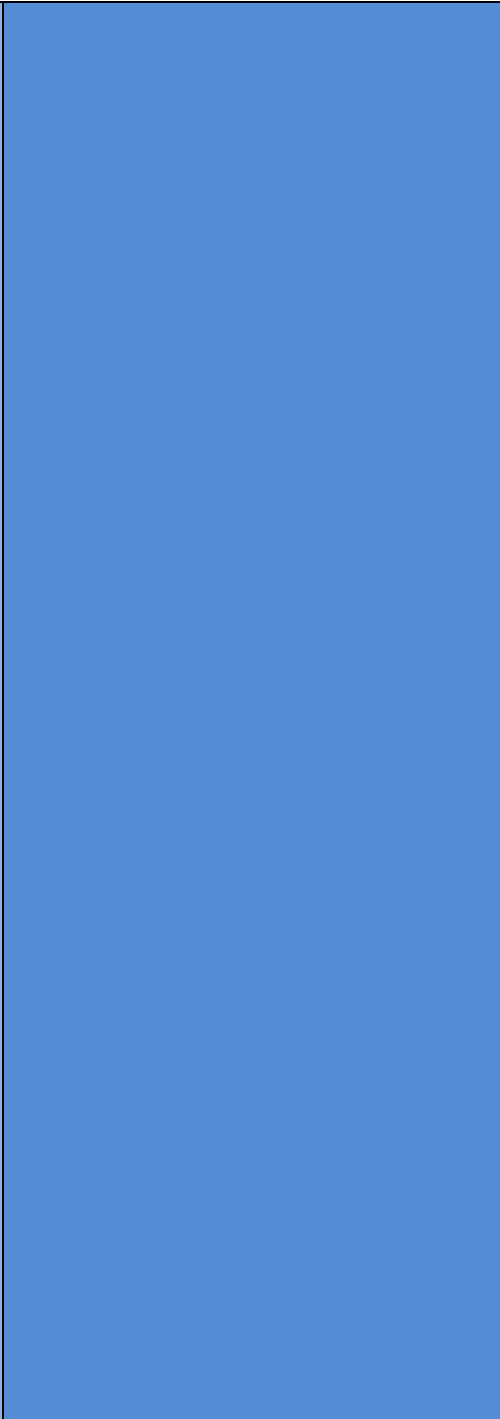
read accurately by blending taught GPCs

develop some fluency and expression, pausing at full stops (extra)

read aloud books matched to phonic knowledge by sounding out unfamiliar words automatically

read polysyllabic words containing above graphemes

read most words quickly & accurately without overt sounding and blending



<p>Range of reading children should:</p>	<p>Read sentences made up of words with taught sounds and common exception words. (LIT)</p> <p>Listen to, talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events and innovating. (C&L)</p> <p>To use non-fiction books to develop new knowledge and vocabulary. (C&L)</p>	<p>listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p>	<p>listen to, discuss and express 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</p>	<p>listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>read books that are structured in different ways and reading for a range of purposes</p>	<p>continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>read books that are structured in different ways and read for a range of purposes</p> <p>make comparisons within and across books</p>
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Familiarity with texts children should:

Talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words. (LIT)

To begin to **interpret** stories, rhymes and poetry; making suggestions for actions and events (images and text). (LIT)

To talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions. (LIT)

recognise and join in with predictable phrases

become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics

become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales

recognize simple recurring literary language in stories and poetry

increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally

identify themes and conventions in a wide range of books

increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions

identify and discuss themes and conventions in and across a wide range of writing

<p>Poetry and performance</p> <p>Children should:</p>	<p>To listen and sing nursery rhymes and songs, recalling whole songs and rhymes singing some independently and performing in groups / independently for others. (C&L)</p>	<p>learn to appreciate rhymes and poems, and to recite some by heart</p>	<p>continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear</p>	<p>prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>recognise some different forms of poetry</p>	<p>learn a wider range of poetry by heart, preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p>
<p>Word meanings</p> <p>Children should:</p>	<p>Talk about elements of a topic using newly introduced vocabulary (C&L)</p>	<p>discuss word meanings and link new meanings to words already known</p>	<p>discuss and clarify the meanings of words and link new meanings to known vocabulary</p> <p>discuss their favourite words and phrases</p>	<p>use dictionaries to check the meaning of words that they have read</p> <p>Be given Key vocabulary and discuss and revisit it continually across the curriculum as part of Reviews and general oracy expectations.</p>	

<p>Understanding children should:</p>	<p>Understand how to listen carefully. (C&L)</p> <p>Respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events. (LIT)</p> <p>Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail. (LIT)</p>	<p>draw on what they already know or on background information and vocabulary provided by the teacher</p> <p>be encouraged to link what they read or hear to their own experiences</p> <p>check that the text makes sense to them as they read and correct inaccurate reading</p> <p>answer simple retrieval questions about a text and find evidence to support answers (Extra)</p>	<p>discuss the sequence of events in books and how items of information are related</p> <p>draw on what they already know or on background information and vocabulary provided by the teacher</p> <p>make links between a current book and those already read</p> <p>check that the text makes sense to them as they read and correct inaccurate reading</p>	<p>check that the text makes sense to them, discuss their understanding and explain the meaning of words in context</p> <p>ask questions to improve their understanding of a text</p> <p>identify main ideas drawn from more than one paragraph and summarise these</p> <p>identify morals and messages in a story</p>	<p>check that the book makes sense to them, discuss their understanding and explore the meaning of words in context</p> <p>ask questions to improve their understanding</p> <p>summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p>
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<p>Inference children should:</p>	<p>To begin to interpret stories, rhymes and poetry; making suggestions for actions and events (images and text).(LIT)</p>	<p>discuss the significance of the title and events</p> <p>make inferences on the basis of what is being said and done</p>	<p>make inferences on the basis of what is being said and done</p> <p>answer and ask questions</p>	<p>draw inferences such as inferring characters' feelings, thoughts and motives from their actions</p> <p>justify inferences with evidence</p>	<p>draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</p>
<p>Prediction children should:</p>	<p>To talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words.</p>	<p>predict what might happen on the basis of what has been read so far</p>		<p>predict what might happen from details stated and implied</p>	<p>predict what might happen from details stated and implied</p>

<p>Authorial intent</p> <p>Children should:</p>				<p>discuss words and phrases that capture the reader's interest and imagination</p> <p>identify how language, structure, and presentation contribute to meaning</p>	<p>discuss words and phrases that capture the reader's interest and imagination</p> <p>identify how language, structure, and presentation contribute to meaning</p>	<p>identify how language, structure and presentation contribute to meaning</p> <p>discuss and evaluate how authors use language, including figurative language and consider the impact on the reader</p>	<p>identify how language, structure and presentation contribute to meaning</p> <p>discuss and evaluate how authors use language, including figurative language and consider the impact on the reader</p>
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Non-fiction children should:

Talk about and respond with questions to non-fiction books; recalling some facts with **increasing explanation** and vocabulary in response to questions.

Know and explain some differences between fiction and non-fiction books.

listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently

be introduced to non-fiction books that are structured in different ways

retrieve and record information from non-fiction texts

distinguish between statements of fact and opinion

retrieve, record and present information from non-fiction texts

Discussing reading children should:

Talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions.

Talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words.

Begin to **interpret** stories, rhymes and poetry; making suggestions for actions and events.

Talk about and respond with questions to non-fiction books; recalling some facts with **increasing**

participate in discussion about what is read to them by taking turns and listening to what others say

explain clearly their understanding of what is read to them

participate in discussion about books, poems & other works that are read to them & those that they can read for themselves by taking turns and listening to what others say

explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say

recommend books that they have read to their peers and giving reasons for their choices

participate in discussions about books, building on their own and others' ideas and challenging views courteously

explain and discuss their understanding of what they have read, including through formal presentations and debates

provide reasoned justifications for their views

	<p>explanation and vocabulary in response to questions.</p>				
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