



English

Mersey Park Primary School



English



Be Nice

Work Hard

Never Give Up

English at Mersey Park Primary School

What we teach

At Mersey Park Primary School, we have developed our English curriculum following the Framework for the Early Years Foundation Stage and the National Curriculum for Key Stage 1 and 2. We believe that a high quality, effective English curriculum should develop children's love of reading, writing and discussion. In an area of high disadvantage, we are even more passionate about ensuring all children become confident and enthusiastic lifelong readers and writers. Our children are quickly taught to have a Mersey Park Mindset – giving them the resilience to succeed in all aspects of English.

As many of our children enter school with limited vocabulary, we quickly work to expose them to a wealth of sounds, words, rhymes and stories. In Foundation Stage there is a huge emphasis on developing listening skills and early oracy.

We believe that rigorous, daily, carefully structured direct phonics teaching provides the foundations for learning in literacy and helps our children to catch up from low starting points. For this reason, we follow the Little Wandle letters and Sounds Revised programme. Once in Foundation 2, the children are taught to read in small, fluid guided reading groups. We also establish home reading and regular communication regarding reading at this point, something that is carried on throughout the school. We provide support sessions for our parents, helping them develop the skills and confidence they need to support phonics and reading at home. Interventions are quickly put in place for children who require it and regular tracking and assessment ensures that these children are identified swiftly.

With high quality chosen texts, from a range of authors and cultures, at the heart of our English curriculum, we expose all pupils to a wealth of great literature. We foster a love of language at Mersey Park and ensure that we expose our children to a range of challenging vocabulary, beyond their life experiences. We have an ethos where our children are word curious and excel at acquiring new vocabulary. The use of Word Walls and Word Pots help our children to retain new vocabulary and use it throughout their education.

We recognise the importance of nurturing a culture where children take pride in their writing across the curriculum. We teach and model continually so they can write clearly and accurately, adapting their language and style for a range of contexts. We place a strong emphasis on presentation and handwriting both in school work and homework. We use a cursive script throughout school. To help our children grow as writers, we teach them a progressive range of sentence types. These sentence structures and an ever-growing bank of vocabulary, work alongside the Talk for Writing approach – enabling our children to develop their confidence and stamina for writing. We use additional teaching staff to make group sizes smaller so that all children can be supported effectively in reading, spelling and writing.

We also want to inspire our children to be confident in the art of speaking and listening. Through P4C, spoken language, presentations and drama, we give the children opportunities to present ideas, share knowledge, debate and discuss, accept, question and further their learning. We teach our children good manners and how to speak appropriately to different audiences and in different situations. Our English curriculum is enhanced through memorable additions such as author visits, vocabulary parades, drama workshops, poetry weeks and local library visits.

At Mersey Park, we provide a secure basis in English that is absolutely crucial and will give our children the tools they need to participate fully as a member of society. We hope that as our children move on from us to further their education, that their creativity and passion for English and high aspirations travel with them and continue to grow and develop as they do.

How we teach it

At Mersey Park Primary School, children learn to read with fully decodable books as they progress through the 'Little Wandle Letters and Sounds Revised' programme. Children will continue reading fully decodable books until their phonics knowledge is completely secure. Our Reading Practice

sessions provide an opportunity for the children to apply and embed their phonics knowledge. They are based on a three - session programme; Decoding, Prosody and Comprehension. Throughout this early reading phase, the teaching and application of phonics is key. Children who are at risk of falling behind are quickly identified (through rigorous tracking) and additional interventions are put in place to support them and boost progress.

Reading Practice/Guided Reading sessions continue daily throughout the school. They are used to apply and embed phonics teaching. In these sessions, children continue to practise prosody and learn and embed new vocabulary. They are taught comprehension strategies – prediction, questioning, clarifying, summarising and activating prior knowledge. These regular sessions are vital for ongoing teacher assessment. Reading Practice/Guided Reading sessions and VIPERS (comprehension focussed) sessions are carefully planned to meet the needs of the group and develop all aspects of their reading. Children are taught to be resilient readers, using their ‘Mersey Park Mindset’ to embrace the challenge of a new book.

For ‘Early Readers’ we predominantly use the Big Cat Collins scheme. Other fully decodable books are also used to give opportunities for phonics knowledge application. The Project X Code (fully decodable) reading intervention is also used in lower KS2 where appropriate. Only when the children are secure and fluent in their reading, do they move to our Oxford Reading Tree scheme. This scheme is supplemented in places to ensure a good balance of quality literature.

Shared Reading sessions allow the teacher to demonstrate how to read a wide variety of different genres and text types and show that reading is a pleasurable and informative experience. Shared reading gives access to challenging texts for all our pupils and provides a secure environment for learning to read. It also provides a context for the explicit teaching of reading comprehension skills and enables teachers to model the skills and strategies used by effective readers. Once again, the whole school VIPERS approach is an integral part of these sessions. A whole class shared reading text is always a vital part of our science and topic lessons. These texts are carefully chosen and form part of our foundation subject planning.

The school uses ‘Little Wandle Letters and Sounds Revised’ phonics programme to teach early reading and writing. Daily, well-paced phonics sessions follow a very structured format. From Year 2 onwards, children are also taught to read and spell words from the National Curriculum statutory spellings lists. The structured sessions include the teaching of cursive handwriting, revision of previous spelling patterns, learning to read new words, writing focus words in dictated sentences and developing memory skills to aid the retention of spelling new words.

All writing in school starts with a high-quality stimulus, model text or novel. The Talk for Writing approach is used in many aspects of writing to embed a key text/story and give children the confidence to use this as a starting point for their own writing. Oral retellings and story maps support this process. Drama is also used to bring texts alive and enhance the writing. Sentence types and associated grammar are taught progressively. Word Walls and Word Pots give children valuable vocabulary to use in their writing. Teachers continually model the writing process. The teacher talks aloud the thought processes as a writer with the children. They model strategies in front of the children, explaining their choices for specific sentence types and vocabulary choices. Through shared writing, pupils contribute their ideas and thoughts for the piece of writing. The teacher models and teaches specific writing skills and there is the opportunity for discussion to choose the most effective or suitable ideas. Children are given opportunities to apply their understanding of the text type in their own independent writing. They are encouraged to plan, draft, write, edit and publish their work, applying the skills they have learnt throughout the unit of work on that particular genre. There is a strong emphasis on neat presentation, handwriting and using the correct Mersey Park cursive script.

SMSC through English

English is a perfect vehicle for SMSC development within the Primary classroom. We encourage children to take part in class and group discussions on topical issues. Additionally, we encourage children to be open about their feelings and voice their worries; to solve their conflicts with friends. The

teaching of English develops skills through which our children can give critical responses to the moral questions they meet in their work. Our carefully crafted curriculum enables children to appreciate a range of texts which brings them into contact with their own literary heritage and texts from other cultures.

Impact

As we believe that reading is key to all learning, the impact of our reading curriculum is vital to every child's success in school. Through exposing children to high quality texts and a variety of reading experiences, children will develop their own interest in literature across a range of genres, cultures and styles. Through the rigorous teaching of systematic phonics and direct teaching of reading comprehension skills, our aim is for children to become fluent and confident readers who can apply their knowledge and experience to a range of texts. Careful monitoring and assessment ensure that children who need additional support with reading are given timely interventions to aid catch up. As a Year 6 reader, transitioning into secondary school, we aspire that our reading curriculum has made our children fluent, confident and able readers, who can access a range of texts for pleasure and enjoyment, as well as use their reading skills to unlock learning in all areas of the curriculum. Impact is measured through regular teacher assessment and standardised assessments.

The impact of our writing curriculum is that all pupils at Mersey Park Primary School are able to write with confidence, clarity and imagination. They understand and apply their knowledge of phonics, grammar and spelling accurately. Children know how to write for a range of purposes and audiences, across a range of genres (including fiction, non-fiction and poetry). Children feel confident when planning, drafting, revising and editing their own work. They have a love of vocabulary and build up an ever-increasing word bank during their time in school. Children choose suitable words and sentence types in their independent writing and can justify their choices. These words and sentence types are revisited regularly to fully embed them. Our consistent approach to the teaching of handwriting, ensures that the vast majority of pupils have a fluent, neat cursive style. Children are taught stamina and resilience in writing sessions. Impact is measured through specific and thorough marking, teacher assessment and moderation and children's progress through their year group writing targets.

Throughout their time in school, our pupils are taught and given the chance to practise specific speaking and listening skills. Through Philosophy for Children and drama activities, our children are given the skills to be able to listen, explain, debate and present their ideas and opinions. They are given a toolkit of vocabulary and phrases to help them achieve this. Tolerance, good manners and speaking appropriately to peers and adults is taught and reinforced throughout school.

Phonics at Mersey Park Primary School

What we teach

Phonics (reading and spelling)

At Mersey Park Primary School, we believe that all our children can become fluent readers and writers. This is why we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics in Nursery/Reception and follow the [Little Wandle Letters and Sounds Revised progression](#), which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, all our children are able to tackle any unfamiliar words as they read. At Mersey Park Primary School, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

Comprehension

At Mersey Park Primary School, we value reading as a crucial life skill. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.

Because we believe teaching every child to read is so important, we have a Reading Leader who drives the early reading programme in our school. This person is highly skilled at teaching phonics and reading, and they monitor and support our reading team, so everyone teaches with fidelity to the *Little Wandle Letters and Sounds Revised* programme.

How we teach it

Foundations for phonics in Nursery

- We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and language' and 'Literacy'. These include:
 - sharing high-quality stories and poems
 - learning a range of nursery rhymes and action rhymes
 - activities that develop focused listening and attention, including oral blending
 - attention to high-quality language.
- We ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.

Daily phonics lessons in Reception and Year 1

- We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.
- Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.
- We follow the [Little Wandle Letters and Sounds Revised expectations of progress](#):
 - Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.

- Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

Daily Keep-up lessons ensure every child learns to read

- Any child who needs additional practice has daily Keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.
- We timetable daily phonics lessons for any child in Year 2 or 3 who is not fully fluent at reading or has not passed the Phonics Screening Check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the *Little Wandle Letters and Sounds Revised* assessments to identify the gaps in their phonic knowledge and teach to these using the Keep-up resources – at pace.
- If any child in Year 3 to 6 has gaps in their phonic knowledge when reading or writing, we plan phonics ‘catch-up’ lessons to address specific reading/writing gaps. These short, sharp lessons last 10 minutes and take place at least three times a week.

Teaching reading: Reading practice sessions three times a week

- We teach children to read through reading practice sessions three times a week. These:
 - are taught by a fully trained adult to small groups of approximately six children
 - use books matched to the children’s secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments and book matching grids on pages 11–20 of [‘Application of phonics to reading’](#)
 - are monitored by the class teacher, who rotates and works with each group on a regular basis.
- Each reading practice session has a clear focus, so that the demands of the session do not overload the children’s working memory. The reading practice sessions have been designed to focus on three key reading skills:
 - decoding
 - prosody: teaching children to read with understanding and expression
 - comprehension: teaching children to understand the text.
- In Reception these sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.

In Year 2 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books

Additional reading support for vulnerable children

- Children in Reception and Year 1 who are receiving additional phonics Keep-up sessions read their reading practice book to an adult daily.

Ensuring consistency and pace of progress

- Every teacher in our school has been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children’s cognitive load.
- Weekly content grids map each element of new learning to each day, week and term for the duration of the programme.
- Lesson templates, Prompt cards and How to videos ensure teachers all have a consistent approach and structure for each lesson.
- The Reading Leader and SLT use the Audit and Prompt cards to regularly monitor and observe teaching; they use the summative data to identify children who need additional support and gaps in learning.

Ensuring reading for pleasure

‘Reading for pleasure is the single most important indicator of a child’s success.’ (OECD 2002)

'The will influences the skill and vice versa.' (OECD 2010)

We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

- We read to children every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at Mersey Park Primary School and our local community as well as books that open windows into other worlds and cultures.
- Every classroom has an inviting book corner that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books.
- In Nursery/Reception, children have access to the reading corner every day in their free flow time and the books are continually refreshed.
- Children from Nursery/Reception onwards have a home reading record. The parent/carer records comments to share with the adults in school and the adults will write in this on a regular basis to ensure communication between home and school.
- As the children progress through the school, they are encouraged to write their own comments and keep a list of the books/authors that they have read.

Impact

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

- **Assessment for learning** is used:
 - daily within class to identify children needing Keep-up support
 - weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.
- **Summative assessment** is used:
 - every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Keep-up support that they need.
 - by SLT and scrutinised through the *Little Wandle Letters and Sounds Revised* assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.

Statutory assessment

- Children in Year 1 sit the Phonics Screening Check. Any child not passing the check re-sits it in Year 2.

Ongoing assessment for catch-up

Children in Year 2 to 6 are assessed through their teacher's ongoing formative assessment as well as through the half-termly *Little Wandle Letters and Sounds Revised* summative assessments

Writing Genre Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
F1	<p>In F1 staff motivate children to write by providing opportunities in a wide range of ways. Children enjoy having a range of pencils, crayons, chalks and pens to choose from. Children are also motivated by simple home-made books, different coloured paper and paper decorated with fancy frames. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. Write some letters accurately.</p>					
F2	Name writing Lists Speech Bubbles Greeting Cards Simple Factual sentences		Name Writing with increased accuracy Speech bubbles with tricky words Labels Greeting cards with 'to' and 'from' Simple descriptive sentences		Name writing with accurate letter formation Messages Instructions Labels More complex Factual sentences (connective 'and')	
Year 1	Narrative -Dear Zoo Poetry -Seasons Narrative -Little Red Hen		Narrative -Gingerbread Man Instructions -Making Gingerbread Letter -to real audience Recount- Walk around local area Narrative - Three Little Pigs		Recount writing-Seaside Day Narrative -Little Jack Poetry What am I? Instructions - Sandcastle making	
End of Topic Writing - My Favourite Teddy bear, Letter to local MP about our area, Postcard from New Brighton Beach						
Year 2	Narrative - The Tiger who came to Tea Poetry Narrative - The Owl who was afraid of the dark		Narrative - Not Now Bernard Recount- Great Fire of London Letter Writing to a real audience -letter to Mairi Hedderwick Character Description -Two Grandmothers Instructions -Baking		Non Chronological report -Mini beasts Description (Setting/Character) / Narrative - Traction Man Narrative/Description - Starbird Recount- Park Trip Poetry - Nature Trail – Minibeast Concrete poetry	
End of Topic Writing -What happens in the fire station, Would you rather live in Struay or Tranmere?, Letter to a former pupil						
Year 3	Narrative/Description - Rumpelstiltskin Non Chronological Report - Goblins Diary - Leon and the Place Between		Non-Chronological report - Circus Poetry Study - Found Words (Blackout Poetry) Narrative/Description -Leon and the Place Between Setting Description - Ice Palace		Diary - Ice Palace Non Chronological report - Arctic Survival Letter - Ice Palace Instructions -Victorian pin cushion Diary - Victorian Child Recount writing- Trip to Port Sunlight	
End of Topic Writing - Which Country in the UK is the best to live in? How do you make Scouse? What can you learn in Port Sunlight?						
Year 4	Narrative - Romulus and Remus Recount- Chester visit Non-Chronological report - Roman invasion Eye Witness account-Roman invasion/ Mount Vesuvius		Character Description - Edward Tulane Diary - Edward Tulane Instructions -DT (making Tulane Rabbit)		Narrative/ Innovate -Beowolf Persuasive Letter - Application for Ogre slayer job Non-Chronological report - Anglo Saxons Poetry Study Kenning (Beowolf)	

End of Topic Writing- What did the Romans do for us? Which is the best country to live in in Europe? What does the archaeological dig at Sutton Hoo tell us about the Anglo Saxons?		
Year 5	<p>Narrative- Greek Myths</p> <p>Poetry Study- Red Fox Strict Verse/ Diamante Poetry</p> <p>Narrative- FaRATHER</p>	<p>Persuasive Speech- Private Peaceful</p> <p>Letter home- Private Peaceful</p> <p>Non-Chronological report- Spiderwick Chronicles</p> <p>Persuasive Letter- Spiderwick Chronicles</p>
		<p>Diary- Wolf Brother</p> <p>Non Chronological Report- How to survive in the wilderness</p> <p>Non Chronological Report- Bears</p> <p>Instructions- Maya link- How to play Pok a Tok</p>
End of Topic Writing- What is the most important legacy from Ancient Greece? Why do people choose to live near volcanoes? Pitz or Pok a Tok?		
Year 6	<p>Narrative- Before Sunrise</p> <p>Character/setting description- Before Sunrise</p> <p>Balanced Argument- Social Media</p> <p>Narrative(retell/ innovate)- Skellig</p> <p>Newspaper report- Skellig</p>	<p>Non-Chronological report- The lost Whale</p> <p>Letter- The Lost Whale</p> <p>Persuasive Writing- environmental</p> <p>Poetry Study The Look (Strict Verse)</p>
		<p>Non Chronological Report- Scara Brae</p> <p>Instructions- Making a pencil case</p>
End of Topic Writing- Was Howard Carter right to do what he did? How important is the world's water and what should we be doing to protect it? How did life in Britain improve from the Stone Age to the Iron Age?		

Sentence Types

Year 1 Sentence Types

Consolidate from F2:

- Simple sentence construction
- Sticky 'and'

Sentence Type	Example	Rule
List sentences	I went to the beach and I found a shell, a bucket, a spade and a starfish.	A list of nouns separated by commas with an 'and' before the last noun.
2a sentences	I have a soft, cuddly teddy bear.	2 adjectives before the noun which are separated by a comma.

Year 2 Sentence Types

Consolidate from Year 1:

- List sentences
- 2a sentences

All the Ws	Would you like to know more about the Great Fire of London? Why do snails have shells?	A short sentence that starts with one of the following W words and ends with a question mark: Who? What? When? Where? Why? Would? Was? Will? What if?
Alliteration within 2a sentences	The slimy, slow slug was on the leaf. The little boy threw the big, blue ball.	A sentence that has a number of words in it that start with the same or a similar sound.
Subordination sentences -when, if, that, because	The fluffy, young owl was afraid because it was still dark. The superhero can not fly if he does not wear his cape.	A sentence that joins 2 clauses with a conjunction, explaining cause and effect.
Exclamation sentences	What an amazing day! What a beautiful creature! How kind you are!	A sentence which expresses high levels of excitement or emotion. Exclamations begin with 'what' or 'how' and are punctuated by an exclamation mark.
Simile sentences	The tree was as tall as a skyscraper. Starbird's wings were like fluffy clouds.	Compares one thing to another using 'like a' and 'as a'.
Co-ordination sentences - or, and, but	The tiger wanted more food but there was nothing left. Would you rather live in Tranmere or Struay?	A sentence that joins 2 clauses with a co-ordinating conjunction.

Year 3 Sentence Types

Consolidate from Year 2:

- All the Ws
- Alliteration within 2a sentences
- Subordination sentences -when, if, that, because
- Exclamation sentences
- Simile sentences
- Co-ordination sentences - or, and, but

Sentence Type	Example	Rule
Ad, same ad sentences	He was an angry goblin, angry because they had guessed his name.	Uses the same adjective twice first before the noun it describes and second after the noun following a comma.
Double 2a sentences	Abdul Kazam had a long, thin wand and a soft, white dove.	2 adjectives before the noun which are separated by a comma – completed twice in the sentence.
Direct speech sentences	“I am going to find my brother,” shouted the boy.	The words that have been spoken are surrounded by inverted commas. There is a comma (or question mark/exclamation mark) before the inverted commas close, followed by an explanation of who spoke.
Time, place and cause conjunction sentences, e.g. when, before, after, while, so, because	Check that all your stitches are the same size while you are sewing. After you have cut out the felt shapes, pin them together.	A sentence that joins 2 clauses with a conjunction, that explains time, place or cause. The conjunction can come in the middle of the clauses or at the beginning.
Adverb sentences e.g. then, next, soon, therefore	Next we went to the Lady Lever Art Gallery. The Victorian school child did not know the answer therefore they had to wear a dunce hat.	A sentence that uses an adverb to explain time, place or cause. The adverb can come in the middle of the clauses or at the beginning.
Preposition sentences e.g. before, after, during, in, because of	Many new inventions were created during the Victorian era. The class were rewarded because of their good attendance.	A sentence that uses a preposition to explain time, place or cause.

Year 4 Sentence Types

Consolidate from Year 3:

- Ad, same ad sentences
- Double 2a sentences
- Direct speech sentences
- Time, place and cause conjunction sentences, e.g. when, before, after, while, so , because
- Adverb sentences e.g. then, next, soon, therefore
- Preposition sentences e.g. before, after, during, in , because of

Sentence Type	Example	Rule
3 -ed sentences	Frightened, terrified, astounded, the people fled from Pompeii. Excited, elated, thrilled, we marched through the streets of Chester.	Starts with three adjectives that end in –ed and describe emotions, followed by a comma and then the action of the character(s) who felt that way.
The more, the more sentences	The more Edward was loved, the more he was able to love in return. (Note: the more happy would become the happier)	The first ‘more’ is followed by an emotion word and the second ‘more’ is followed by an action that shows the character is feeling this emotion. A comma is used to separate the two parts of the sentence.
Emotion word, sentences	Furious, Grendel let out an ear-piercing howl.	Emotion word first followed by a comma, then the action of the character feeling the emotion.
Fronted adverbial sentences	Later that day, Edward ended up at the dump on top of a pile of rubbish.	A sentence that has a fronted adverbial word or phrase at the start of its first clause. The fronted adverbial explains when, where, or how the action happened and is followed by a comma.
Expanded noun phrase sentences	The Roman soldier... <i>expanded to</i> : The courageous, Roman soldier with the long sword...	A sentence that includes a noun phrase that is modified by the addition of adjectives, nouns and preposition phrase.

Year 5 Sentence Types

Consolidate from Year 4:

- 3 -ed sentences
- The more, the more sentences
- Emotion word, sentences
- Fronted adverbial sentences
- Expanded noun phrase sentences

Sentence Type	Example	Rule
Some; others sentences	Some people love football; others can't stand it. Some soldiers hide their emotions; others cry out in their sleep.	The first clause begins with the word 'Some' and uses a semi-colon rather than a conjunction before the second clause that begins with the word 'others'.
Outside. (Inside.) sentences	Perseus stood bravely in front of Medusa. (Inside, however, he was more terrified than he had ever been.) She ate the cake with a look of delight on her face. (However, she wished she had refused it because it tasted disgusting.)	2 related sentences. The first explains how a character appears to be feeling on the outside. The second sentence (in brackets) explains how the character is really feeling on the inside.
Noun, which/where/who sentences (Relative clause sentences)	Brown Bears, which are usually silent, can communicate using grunts, roars or squeals. Medusa (who was thought to be very beautiful) had hair that consisted of snakes.	Use a pair of commas to embed a clause, that starts with relative pronoun (such as which, that or who) within a sentence to add extra information. If the relative clause is removed the sentence should still make sense. A pairs of dashes or brackets can be used in place of commas.
De: de (Description: detail)	Survival in the wilderness is difficult: without fire-making skills you are unlikely to live for long. Pok-ta-pok was a popular Mayan sport: players would hit the ball using their elbows, knees or hips.	A sentence with 2 clauses that are separated by a colon. The first clause describes something: the second clause adds detail to the description.
Personification sentences	The wings of the flying machine stood determined at his back. The driving rain bit into his unprotected skin.	A sentence that describes something that is not human as though it is.
Modal verb sentences e.g. might, will, should, must	His Father would not be able to realise his dream, as he must leave to join the war. You should only touch the Pok-ta-pok ball with your knees, hips or shoulders.	A sentence that explains the possibility of something occurring using a modal verb.
Adverb sentences to indicate degrees of possibility e.g. perhaps, surely	Surely the Goblin Catcher will be able to seek out and capture the goblin. He thought about retracing his steps, but perhaps this would not be a good idea.	A sentence that includes an adverb to indicate degrees of possibility.

Year 6 Sentence Types

Consolidate from Year 5:

- Some; others sentences
- Outside. (Inside.) sentences
- Noun, which/where/ who sentences (Relative clause sentences)
- De: de
- Personification sentences
- Modal verb sentences e.g. might, will, should, must
- Adverb sentences to indicate degrees of possibility e.g. perhaps, surely

Sentence Type	Example	Rule
When ; when ; when ; then	When darkness has fallen; when cats seek safety in the gloom; when the clock strikes midnight; then you know the Shadow Creatures are coming. When you look at the remains of Tutankhamen; when you examine the damage to his skull; when you look at the motives of his advisors; then it is clear that the young pharaoh's death should be treated as suspicious.	Like an 'If, if, if, then sentence'. 4 clauses separated by semi-colons. The first 3 clauses start with 'when' and the last clause starts with 'then'.
If , if , if , then	If Michael had not ignored his Father's advice, if he had not found the courage to approach the garage, if he had decided to walk away, then he would never have found who was hiding there.	A four clause sentence: three clauses that start with 'if' and end with a comma, and a final clause that starts with 'then' and ends with a full stop. Used to summarise key events in a plot either at the beginning or end of the story.
Short sentences	The clock chimed! The handle moved. The door creaked open. She screamed!	A short sentence (only a few words) that may end with an exclamation mark. Three used together creates tension in a story.

During Year 6 the children will consolidate all sentence types taught so far and choose the correct sentences for effect. In addition they will use literary devices such as simile, metaphor, alliteration and personification to create richer descriptions and add depth to their writing.

Phonics Progression (Little Wandle Letters and Sounds)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation 1 Phonics	Hear the sounds: s a t p i n Teach children to hear the same initial sound for words and names of objects Teach children to blend CVC words using oral blending and objects Teach children to find their name using their picture		Hear the sounds: m d g o c k e u r h b f l j Teach children to distinguish different sounds. Teach children to identify initial sounds of words and names of objects. Teach children to articulate sounds correctly – including playing with voice sounds. Teach children to recognise the initial sound of their name. Teach children to recognise the capital letter that starts their name		Hear the sounds: v w y z qu ch ck x sh th ng nk Teach children to identify initial sounds of words and objects. Teach children to identify the final sounds of words and objects. Teach children to match their name to their picture	
Foundation 2 Phonics	s a t p l n m d g o c k c k e u r h b l	ff ll ss v w x y z zz qu ch sh th ng nk words with s added at the end (hats) Words with s (z) added (his, bags)	Ai ee igh oa oo oo ar or ur ow oi ear air er Double letters Longer words	Words with two or more digraphs, words ending in -ing compound words Words with s (z) in the middle or end Words with -es (z) at the end	Short vowels with adjacent consonants CCVC CCVC CCVCC CCCVC CCCVCC Compound words Words ending in suffixes: -ing, -ed (t) -ed (id, ed) -est	Phase 3 long vowel graphemes with adjacent consonants CVCC CCVC CCCVC CCV CCCVCC Words ending in suffixes: -ing, -ed (t), -ed (id) (ed), -ed (d), -er, -est
Founda tion 2 Tricky words	Is I the	put pull full as and has his her go no into she push he of we me be	was you they my by all are sure pure	Review all taught so far	said so have some come love do were here little says there when what one out today	Review all taught so far
Year 1 Phonics	Review phase 3 and 4 Phase 5 ai, ay (play) ow, ou (cloud) oi, oy (toy) ea (each)	ur ir (bird) igh ie (pie) oo ue (blue) u (unicorn) oa o (go) igh (i) tiger ai (a) paper ee (e)he ai (a-e) shake igh (i-e) time oa (o-e) home oo (yoo) u-e rude cute ee (e-e) these oo (yoo) (ew) chew ee (ie) shield or (aw) claw	ee (y) funny e (ea) head w (wh) wheel oa (oe) (ou) shoulder toe igh (y) fly oa (ow) snow j (g) giant f (ph) phone l (le al) apple metal s (c) ice v (ve) give u (o-e o ou) some mother young z (se) cheese s (se ce) mouse fence ee (ey) donkey oo (ui ou) fruit soup	ur (or) word oo (u oul) could awful air (are) share or (au aur oor al) author, dinosaur, floor, walk ch (tch) ture match adventure ar (al a) half father or (a) water schwa in longer words: different o (a) want air (ear ere) bear there ur (ear) learn r (wr) wrist s (st sc) whistle science c (ch) school sh (ch) chef z (ze) freeze schwa at the end of words: actor	ai eigh aigh ey ea eight, straight, grey break n (kn gn) knee gnaw m (mb) thumb ear (ere eer here) deer zh (su si) treasure vision j (ge) large sh (ti ssi si ci) potion mission mansion delicious or (augh our oar are) daughter pour oar more	Revision of all sounds

<p>Year 1 Tricky Words</p>	<p>put pull full push to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today</p>	<p>their people oh your Mr Mrs Ms ask could would should our house mouse water want</p>	<p>any many again who whole where two school call different thought through friend work</p>	<p>Once laugh because eye</p>	<p>Busy beautiful pretty hour move improve parents shoe</p>	<p>Revision of all tricky words</p>
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Spelling Pattern Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	/j/ – dge, ge, g /s/ – c before e, i, y /n/ – kn, gn	/r/ – wr /l/ or /ul/ – le, el, al, il	/i/ – y es, ed, er – y to i e – ing	er – e double consonant – ing, ed /or/ – a before l, ll /u/ – o	/ee/ – ey /o/ – a after w or qu /er/ – o /or/ – ar /zh/ – s	Suffixes; -ment, -ness, -ful, -less, (-tion) Homophones Contractions
Year 3	/ow/ - ou /u/ - ou /i/ - y /ze/ - sure /ch/ - ture	Prefixes; re-, dis-, mis- Suffixes; ing, ed, er (when to double consonant or not)	/a/ - ai, ei, ey Suffix – ly Homophones	/l/ - al (remove the e or change y to i), le Suffix – ly (replace the e with y), ally (ends ic or al), ly	Suffix – er (ends in /ch/) /k/ - ch (Greek) /g/ - gue /k/ - que (French) /s/ - sc (Latin) Homophones	Revision of all spelling patterns
Year 4	Homophones Prefixes; in-, il-, im-, ir-, sub-, inter-	Suffixes; -ation, ly, ily, /sh/ - ch	Suffixes; -sion after d, de, se, -ous, /ee/ - i when followed by a suffix	/au/ - or, Suffixes; ly, -ion following 't', 'te', -ion following 'ss', 'mit, 'cion' following 'c', 'cs',	Homophones, /s/ - c before i and e Word families - 'sol', 'real', 'phon', 'sign' Prefixes; super-, anti-, auto-, bi-	Revision of all spelling patterns
Year 5	Suffixes: -ious, - cious, -cial, -tial,	Suffixes: -ant, - ance, -ent, -ence, -able, -ible, - ably, -ibly	Suffixes: -able, Adverbs of time, silent letters	/ie/ after 'c', /aw//o/ - ough, Possibility/frequency words	Homophones or near homophones	Hyphens to join a prefix Revision of all spelling patterns
Year 6	Revision of all spelling patterns	Revision of all spelling patterns	Revision of all spelling patterns	Revision of all spelling patterns	Revision of all spelling patterns	Revision of all spelling patterns

Literacy Spine Overview for Reading

	Fiction (These are the main books read. Children are exposed to a much larger range of fiction books throughout the year)	Rationale	Non-Fiction (Below are examples of Non Fiction texts used to support pupils' learning. Children are exposed to a much larger range of non-fiction books throughout the year across the curriculum)	Rationale (Non Fiction books are chosen for their quality of text and not purely because they link to a curriculum topic)
F1	<p>Where's Spot – Eric Hill Dear Zoo- Rod Campbell We're Going on a Bear Hunt – Michael Rosen Brown Bear, Brown Bear, What do you see? – Bill Martin Jnr The Gruffalo – Julia Donaldson The Very Hungry Caterpillar – Eric Carl Each Peach Pear Plum – Janet & Allan Ahlberg Jasper's Beanstalk – Nick Butterworth Stick Man- Julia Donaldson Room on the Broom- Julia Donaldson Lucy and Tom go to School -Shirley Hughes</p>	<p>These books have been chosen because they are high quality children's books by respected authors. The language is often repetitive as is the story structure meaning that children can learn to read the stories themselves.</p>	<p>Find out about Feelings – Kathy Gordon In the Town – Karen Bryant-Mole Map my Area – Harriet Brundle My First Seasons – Clare Lloyd Little Explorers – Let's go Building Site –Catherine Ard What can you see? On a Building site – Kate Ware Home – Carson Ellis See how they grow – Pets –Dorling Kindersley Families books Life Cycle of Butterflies Farm Animals: let's get talking- Sasha Morton</p> <p>(Think Equal Books)</p>	<p>In Foundation 1 the children need to encounter non fiction books that help them to understand the world around them and their place in the world. They are also introduced to books that help them understand their emotions and those of others.</p>
F2	<p>Six Dinner Sid – Inga Moore Mrs Armitage – Quentin Blake Shhh! – Sally Grindley Farmer Duck – Martin Waddell Rosie's Walk – Pat Hutchins The Gruffalo- Julia Donaldson Whatever Next!- Jill Murphy Pumpkin Soup- Helen Cooper Here Comes Jack Frost- Kazuno Kohara The Night Pirates- Peter Harris</p> <p>(Think Equal Books)</p>	<p>These books have been chosen because they are high quality children's books by respected authors. The stories are often repetitive and set in familiar contexts for the children which they can relate to. Books are chosen to further develop vocabulary e.g. Rosie's Walk</p>	<p>Being Healthy – Helen Mortimer and Cristina Trapanese My Senses- Smelling – Grace Jones Signs of Spring – Paul Humphrey The Changing Seasons – Spring – Paul Humphrey Spring – Stephen White-Thomson The story of Spring – The First Flower – Rosie McCormick A Walk in Spring – Hannah Abba What can you see in Spring?- Sian Smith Seed to Sunflower – Camila de la Bedoyere From Chick to Chicken –Jillian Powell Sunflower – Grace Jones Autumn – Karen Bryant-Mole Autumn – Sian Smith Autumn – Harriet Brundle Pumpkin – Barrie Watts Divali – Nancy Dickman Who's hiding in the snow? Katharine McEwen</p>	<p>In Foundation 2 a growing number of non fiction books are enjoyed including books that introduce the seasons and help them develop a further knowledge of the world e.g. Seed to Sunflower, Chick to Chicken.</p> <p>They also explore emotions further through themed books and are able to learn respect for everyone through the use of the Think Equal books.</p>

<p>Y1</p>	<p>Peace at Last – Jill Murphy Can't You Sleep Little Bear? – Martin Waddell Where the Wild Things Are – Maurice Sendak The Elephant and the Bad Baby – Elfrida Vipont Avocado Baby – John Burningham Lost and Found – Oliver Jeffers The Bumblebear – Nadia Shireen Dogger – Shirley Hughes Cops and Robbers – Janet & Allan Ahlberg Elmer – David McKee Beegu- Alexis Deacon Choices- Roozeboos</p> <p>Dear Zoo – Rod Campbell The Little Red Hen The Gingerbread Man</p> <p>Classic Poem- Now we are Six- A.A. Milne</p>	<p>These books have been chosen, amongst others, because they are considered to be high quality children's books with a good range of vocabulary and a strong story structure. They are also written by authors that the children may have encountered or will encounter in the future e.g. Jill Murphy, David Mckee (F2/ Y2))</p> <p>These books have been chosen because they are well suited to the Talk for Writing process, with a simple story structure and repeated vocabulary and phrases</p> <p>This classic poem has been chosen for its simplicity, counting development and that it is relatable to the children of this age.</p>	<p>My Five Sense – Alike A plant Full of Plastic – Neal Layton A seed is sleepy – Dianna Aston Seed to Sunflower – Camilla de la Bedoyere Victorian Seaside Holidays – Mandy Ross First Book of the Sea- Nicola Davies Look and Say What you see at the Seaside- Sebastien Braun On the Beach Beginners- Emily Bone We Build Our Homes: Small Stories of Incredible Animal Architects – Laura Knowles On the Construction Site – Carron Brown Recycle Now – Marie Thom Michael Recycle – Elle Bethel A seed is sleepy – Dianna Aston The Food we Eat- Helen Lawrence How do Toys Work? Toys- Izzi Howell Summer- Steve White-Thomson Spring- Steve White-Thomson Autumn- Steve White-Thomson Winter- Steve White-Thomson</p>	<p>These books support the children's learning in their science, history and geography topics. They have good subject knowledge content and are well written texts.</p>
<p>Y2</p>	<p>The Flower- John Light The Hodgeheg- Dick King Smith Giraffes Can't Dance- Giles Andreae Amazing Grace- Mary Hoffman The Enormous Crocodile- Roald Dahl Gentle Giant- Michael Morpurgo Valentine's Guesthouse- Sam Sharland (British Values) Everybody's Welcome- Patricia Hegarty</p> <p>Katie Morag Stories- Mairi Hederwick The Tiger Who Came to Tea – Judith Kerr Traction Man is Here – Mini Grey Not Now Bernard – David McKee The Owl Who Was Afraid of the Dark – Jill Tomlinson Starbird – Sharon King Chai</p>	<p>These books have been chosen, amongst others, because they are considered to be high quality children's books with a good range of vocabulary and a strong story structure. They are also written by authors that the children may have encountered or will encounter in the future.</p> <p>These books have been chosen to be used for Talk for Writing but are becoming more complex in terms of plot and length. More characterization is introduced.</p>	<p>The Great Fire of London: Anniversary Edition of the Great Fire of 1666 – Emma Adams Why do we remember? The Great Fire of London The Baker's Boy and the Great Fire of London – Tom Bradman The Gunpowder Plot-Gillian Clements Amelia Earhart (Little People, Big Dreams) – Isabel Sanchez Vegara & Maria Diamantes Super Materials – Wendy Madgwick Welcome to the Woodland – Ruth Owen Animals at Night – Katy Flint Super Materials – Wendy Madgwick Move it! Motion Forces and You – Adrienne Mason Welcome to the Woodland – Ruth Owen Welcome to the Rock Pool by Ruth Owen Welcome to the Pond – Ruth Owen Everybody has Feelings- Jon Burgerman Maps of the United Kingdom- Rachel Dixon& Livi Gosling</p>	<p>These books support the children's learning in their science, history and geography topics. They have good subject knowledge content and are well written texts.</p> <p>This is the first encounter with the Little People Big Dreams books which they will go on to visit regularly throughout school.</p> <p>The large Great Fire of London book is beautifully illustrated and inviting to read.</p>

	Classic Poem- The Star- Jane Taylor	This classic poem has been chosen as parts are familiar and children can pick up the rhythm easily	One Giant Leap: The story of Neil Armstrong- Don Brown Transport- Izzi Howell	
Y3	<p>The Iron Man – Ted Hughes The Sheep-Pig – Dick King–Smith The Lion, the Witch and the Wardrobe – C S Lewis Hansel and Gretel – Anthony Browne The Smallest Girl in the Class- Justine Roberts</p> <p>Leon and the Place Between – Grahame Baker-Smith The Ice Palace – Robert Swindells Rumpelstiltskin</p> <p>Classic Poem The Owl and The Pussycat- Edward Lear</p>	<p>These books have been chosen, amongst others, because they are considered to be high quality children’s books with a good range of vocabulary and a strong story structure. They are also written by authors that the children may have encountered or will encounter in the future. E.g. Dick King Smith and Anthony Browne</p> <p>In Year 3 book plots become more complex and abstract and a longer novel is introduced with more intrigue and peril. Settings outside children’s own experiences are introduced. They provide good opportunities for quality writing in the form of diaries or letters.</p> <p>This classic poem has been chosen due to fact that it tells a simple story using language that the children may be unfamiliar with. They learn to recite this poem.</p>	<p>Food for the Future- Mia Wenjen The Food we eat- Ellen Lawrence Queen Victoria-Mandy Archer Queen Victoria- Izzi Howell Maps of the United Kingdom- Rachel Dixon All aboard the London Bus- Patricia Toht All about Northern Ireland- Susan Harrison Belfast- Capital Cities of the UK- Chris Oxlande Cardiff- Capital Cities of the UK- Chris Oxlande Edinburgh- Capital Cities of the UK- Chris Oxlade London-Capital Cities of the UK- Chris Oxlade London- Amy Allaston The United Kingdom- Izi Howell Discover and Do- Maps- Jane Lacey Explore Victorians- Jane Bingham A Giant Dose of Gross (fun non-fiction) – Andy Seed and Claire Almon Argh there’s a Skeleton Inside you – Idan Ben-Barak and Julian Frost Newton and Me Lynne Mayer (fiction) Forces (Physical science for kids) Andi Diehn (Ficton) Magnet Max (picture book) Monica Lozano Hughes The Pebble in my Pocket: A History of Our Earth- Meredith Hooper & Chris Coady</p>	<p>These books support the children’s learning across different areas of the curriculum. As children reach Key Stage 2, the content and vocabulary in these books starts to become more complex. We have chosen books of high quality, that engage children and help embed knowledge about the subject.</p>
Y4	<p>Charlotte’s Web – EB White The Firework- Maker’s Daughter – Phillip Pullman Voices in the Park – Anthony Browne The Boy at the Back of the Class- Onjali Q Rauf Our Story Starts in Africa- Patrice Lawrence</p>	<p>These books have been chosen, amongst others, because they are considered to be high quality children’s books with a good range of vocabulary and a strong story structure.</p> <p>We also still value the importance of picture books in KS2 for stimulating interest and promoting discussion.</p>	<p>Escape from Pompeii-Christina Balit Lonely Planet- The Cities Book (Wayland Books) The Story of Rome- Rosie Dickens Roman Soldiers handbook (Usborne) The Orchard Book of Roman Myths by Geraldine Mccaughrean Across the Roman Wall by Theresa BreslinA 199 Flags- Holly Bathie The Cities Book- Lonely Planet Kids</p>	<p>These books support the children’s learning across different areas of the curriculum. We have chosen books of high quality, that engage children and help embed knowledge about the subject. The books are within classrooms and around school and children are encouraged</p>

	<p>The Miraculous Journey of Edward Tulane – Kate Dicamillo Beowulf- Micahael Morpurgo Romulus and Remus Escape from Pompeii- Christina Balit</p> <p>The Tyger- William Blake</p>	<p>Mythology and Ancient stories are introduced in Year 4. Novels also begin to explore emotion at a deeper level. Edward Tulane leads to satellite reading of books by the same author or on a similar theme.</p> <p>This classic poem has been chosen due to its repetitive style and short length whilst children are introduced to complex vocabulary.</p>	<p>Did Vikings wear horns on their Helmets- Tim Cooke Explore Vikings- Jane Bingham Map my Area- Mapping My World- Harriet Brundle Journey through the digestive system with max axiom, super scientist- Emily Sohn (comic type book) Inventors who changed the world- Heidi Polema When Charlie McButton lost power- Mike Lester Sounds All Around: The Science of How Sound Works- Susan Hughes Flood- Alvaro F.Villa- (picture book) Earth shattering events- The Science behind natural disasters Robin Jacobs What's the Matter in Mr. Whiskers' Room? by Michael Elsohn Ross What does it mean to be British?- Nick Hunter</p>	<p>to re read non fiction books regularly.</p>
<p>Y5</p>	<p>Asher and the Spirit Bird- Jasbinder Bilan Granny Came Here on the Empire Windrush- Patrice Lawrence and Camilla Sucre</p> <p>The Lost Spells-Robert Macfarlane Private Peaceful – Michael Morpurgo FaRThER – Grahame Baker-Smith Wolf Brother – Michelle Paver The Field Guide Spiderwick Chronicles – Tony DiTerlizzi and Holly Black</p> <p>Daffodils- William Wordsworth</p>	<p>These books have been chosen, amongst others, because they are considered to be high quality children's books with a good range of vocabulary and a strong story structure. Children will learn about another culture and unfamiliar vocabulary.</p> <p>Longer novels are used and are chosen for their emotive language and themes. Empathy is more established for main characters. Children re visit a familiar author, also through a picture book which allows for comparisons to be made.</p> <p>This classic poem has been chosen as a lovely stimulus to writing. The children learn to praise the beauty of nature through this calming poem which also extends their vocabulary.</p>	<p>Habitats- Infographics- Harriet Brundle My First Space Atlas- Jane Wilsher Hidden Figures- Margot Lee Shetterly A galaxy of her own- amazing stories of women in space- Libby Jackson The Usborne Book of the Moon- Laura Cowan Hidden figures- the story of four black women and the space race- Simon Bartram Amazing Materials- Solids, Liquids and Gases- Rob Colson Awesome matter and materials- Rob Colson Life Cycles: Everything from Start to Finish- Sam Faulkner Ancient Greece (DK) The Genius of Ancient Greeks- Izzi Howell Greek Myths- Marcia Williams Ancient Greece- Uncover History- Rachel Minay The Genius of the Maya- Izzi Howell Explore Mayans- Izzi Howell Maya and Chichen Iyza- Ben Hubbard 100 facts- Volcanoes- Chris Oxlade Climate Change- Harriet Brundle Inside the World's Wonders- Clive Gifford South America- Shalini Vallepur The Big Book of Festivals- Marita Bullock and Joan Maree Hargreaves</p>	<p>These books support the children's learning across different areas of the curriculum. The books become increasingly more complex but are still chosen to engage readers and present subject knowledge in an accessible way. As a school we keep up to date with publications and buy new books to support our curriculum.</p>

Y6	<p>Holes – Louis Sacher Floodland- Marcus Sedwick The Arrival – Shaun Tan The Final Year- Matt Goodfellow</p> <p>Skellig – David Almond The Lost Whale- Hannah Gold</p> <p>The Lady of Shallott- Alfred Tennyson</p>	<p>These books have been chosen, amongst others, because they are considered to be high quality children’s books with a good range of vocabulary and a strong story structure. There are strong messages in these books promoting P4C discussions around world issues.</p> <p>Longer and more complex novels are explored. Skellig is studied and compared to The Final Year which is read as a class novel so that similar themes can be discussed. Children are given further opportunities to respond to themes, author’s intent and the use of vocabulary.</p> <p>This classic poem has been chosen for its strong engaging story- telling and its poetical style. Children enjoy exploring the rhyming patterns in the poem.</p>	<p>The Story of Climate Change- Catherine Barr Stonehenge- Mick Manning 24 hours in the Stone Age- Lan Cook Stone Age to Iron Age- Claire Hibbert Stone Age and Skara Brae- Ben Hubbard Stone Age Hunters, The Gatherers- Marcia Williams Life on the Thames- Emma Shoard Egyptology- Dugald Steer Ancient Egypt- Anita Croy The Genius of the Ancient Egyptians- Sonya Newland The Variety of Life- Nicola Davies On a Beam of Light: A Story of Albert Einstein Why does a mirror show things back to front- Anna Claybourne Cool circuits and wicked wires- Susan Martineau Mistakes that worked- Charlotte Foltz Jones Evolution and classification – Anna Claybourne Stone Girl, Bone Girl – The Story of Mary Anning Science You Can Eat: Putting what we Eat Under the Microscope - Stefan Gates The Variety of Life: Nicola Davies Children who changed the World- Marcia Williams The Big water Cycle Adventure- Kay Barnham Life on the Thames- Emma Shoard The Ocean Story- John Seven The Oceans Atlas- DK Rivers and Coasts: Geographics- Izzi Howell Rivers and Coasts: Map your Planet- Amy Chapman Rivers:World Feature Focus- Rebecca Kahn</p>	<p>By year 6 the children will have read a wealth of non fiction texts and gained significant knowledge. Once again, the books are chosen to reflect the quality of the text and the accurate information they provide for children. Children are able to recommend titles they have enjoyed and we look for new titles to purchase based on their preferences.</p>

Mersey Park Primary Handwriting Script

Letter	Formation phrase
s	Lead in, under the snake's chin, slide down and round its tail, lead out.
a	Lead in, around the astronaut's helmet, and down into space, lead out.
t	Lead in, from the tiger's nose to its tail, then follow the stripe across the tiger.
p	Lead in, down the penguin's back, up and round its head, lead out.
i	Lead in, down the iguana's body, then draw a dot [on the leaf] at the top.
n	Lead in, down the stick, up and over the net, lead out.
m	Lead in, down, up and over the mouse's ears, then add a flick on the nose, lead out
d	Lead in, round the duck's body, up to its head and down to its feet, lead out.
g	Lead in, round the goat's face, up to his ear; down and curl under his chin, lead out.
o	Lead in, all around the octopus, lead out.
c	Lead in, curl around the cat.
k	Lead in, down the kite, up and across, back and down to the corner, lead out.
e	Lead in, around the elephant's eye and down its trunk.
u	Lead in, down and around the umbrella, stop at the top and down to the bottom and lead out.
r	Lead in, from the cloud to the ground, up the arch and over the rainbow.
h	Lead in, down, up and over the helicopter, lead out.
b	Lead in, down bear's back, up and round his big tummy, lead out.
f	Lead in, down the flamingo's neck, all the way to its foot, then across its wings.
l	Lead in, all the way down the lollipop, lead out.
j	Lead in, all the way down the jellyfish, lead out. Dot on its head.
v	Lead in, down to the bottom of the volcano, and back up to the top, lead out.
w	Lead in, from the top of the wave to the bottom, up the wave, down the wave, then up again, lead out.
x	Lead in, start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box, lead out.
y	Lead in, down and round the yo-yo, then follow the string round, lead out.
z	Lead in, zip across, zag down and across the zebra.
q	Lead in, round the queen's face, up to her crown, down her robe with a flick at the end

Literacy- Early Years

Development Matters

Birth to Three	Three and Four Year Olds (Foundation 1)	Children in Foundation 2
<p>Enjoy songs and rhymes, tuning in and paying attention.</p> <p>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>Say some of the words in songs and rhymes.</p> <p>Copy finger movements and other gestures.</p> <p>Sing songs and say rhymes independently, for example, singing whilst playing.</p> <p>Enjoy sharing books with an adult.</p> <p>Pay attention and respond to the pictures or the words.</p> <p>Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</p> <p>Repeat words and phrases from familiar stories.</p> <p>Ask questions about the book. Make comments and shares their own ideas.</p> <p>Develop play around favourite stories using props.</p> <p>Enjoy drawing freely.</p> <p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <p>Make marks on their picture to stand for their name.</p>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p>	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school’s phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Form lower-case and capital letters correctly</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>

Early Learning Goals

Listening, Attention and Understanding ELG	Speaking ELG	Fine Motor Skills ELG	Comprehension ELG	Word Reading ELG	Writing ELG
<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher. 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing. 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate (where appropriate) key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.

English National Curriculum Subject Content

Key Stage 1 (Year 1)

Word reading	Reading Comprehension	Writing Transcription	Handwriting	Writing Composition	Vocabulary, Grammar and Punctuation
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - apply phonic knowledge and skills as the route to decode words - respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes - read accurately by blending sounds in unfamiliar words containing GPCs that have been taught -read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word -read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings -read other words of more than one syllable that contain taught GPCs -read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) -read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words -re-read these books to build up their fluency and confidence in word reading. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> -listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently -being encouraged to link what they read or hear read to their own experiences -becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics -recognising and joining in with predictable phrases ☑ learning to appreciate rhymes and poems, and to recite some by heart -discussing word meanings, linking new meanings to those already known -understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> -drawing on what they already know or on background information and vocabulary provided by the teacher -checking that the text makes sense to them as they read and correcting inaccurate reading -discussing the significance of the title and events -making inferences on the basis of what is being said and done -predicting what might happen on the basis of what has been read so far -participate in discussion about what is read to them, taking turns and listening to what others say -explain clearly their understanding of what is read to them. 	<p>Spelling (see English Appendix 1)</p> <p>Pupils should be taught to:</p> <p>spell:</p> <ul style="list-style-type: none"> -words containing each of the 40+ phonemes already taught -common exception words -the days of the week name the letters of the alphabet: <ul style="list-style-type: none"> -naming the letters of the alphabet in order -using letter names to distinguish between alternative spellings of the same sound -add prefixes and suffixes: <ul style="list-style-type: none"> -using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs -using the prefix un– -using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] -apply simple spelling rules and guidance, as listed in English Appendix 1 (NC) -write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<p>Pupils should be taught to:</p> <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 -understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -write sentences by: <ul style="list-style-type: none"> -saying out loud what they are going to write about -composing a sentence orally before writing it -sequencing sentences to form short narratives -re-reading what they have written to check that it makes sense -discuss what they have written with the teacher or other pupils -read aloud their writing clearly enough to be heard by their peers and the teacher. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> -leaving spaces between words -joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark -using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ -learning the grammar for year 1 in English Appendix 2 (NC) -use the grammatical terminology in English Appendix 2 in discussing their writing.

Key Stage 1 (Year 2)

Word Reading	Reading Comprehension	Writing Transcription	Handwriting	Writing Composition	Vocabulary, Grammar and Punctuation
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent - read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes -read accurately words of two or more syllables that contain the same graphemes as above -read words containing common suffixes -read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word -read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered -read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation -re-read these books to build up their fluency and confidence in word reading. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -develop pleasure in reading, motivation to read, vocabulary and understanding by: -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 -discussing the sequence of events in books and how items of information are related -becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales -being introduced to non-fiction books that are structured in different ways -recognising simple recurring literary language in stories and poetry -discussing and clarifying the meanings of words, linking new meanings to known vocabulary -discussing their favourite words and phrases -continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear -understand both the books that they can already read accurately and fluently and those that they listen to by: -drawing on what they already know or on background information and vocabulary provided by the teacher -checking that the text makes sense to them as they read and correcting inaccurate reading -making inferences on the basis of what is being said and done -answering and asking questions -predicting what might happen on the basis of what has been read so far -participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say 	<p>Pupils should be taught to spell by:</p> <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, and learn some words with each spelling, including a few common homophones -learning to spell common exception words -learning to spell more words with contracted forms -learning the possessive apostrophe (singular) [for example, the girl's book] -distinguishing between homophones and near-homophones -add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly -apply spelling rules and guidance, as listed in English Appendix 1 -write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -form lower-case letters of the correct size relative to one another -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 -write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters -use spacing between words that reflects the size of the letters 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -develop positive attitudes towards and stamina for writing by: -writing narratives about personal experiences and those of others (real and fictional) -writing about real events -writing poetry -writing for different purposes -consider what they are going to write before beginning by: -planning or saying out loud what they are going to write about -writing down ideas and/or key words, including new vocabulary -encapsulating what they want to say, sentence by sentence -make simple additions, revisions and corrections to their own writing by: -evaluating their writing with the teacher and other pupils -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 -proof-reading to check for errors in spelling, 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -develop their understanding of the concepts set out in English Appendix 2 by: - learning how to use both familiar and new punctuation correctly (including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)) -learn how to use: sentences with different forms: statement, question, exclamation, command -expanded noun phrases to describe and specify [for example, the blue butterfly] -the present and past tenses correctly and consistently including the progressive form -subordination (using when, if, that, or because) and co-ordination (using or, and, or but) -the grammar for year 2 in English Appendix 2 (NC) -some features of written Standard English -use and understand the grammatical

	-explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.			grammar and punctuation [for example, ends of sentences punctuated correctly] -read aloud what they have written with appropriate intonation to make the meaning clear.	terminology in English Appendix 2 in discussing their writing.
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Lower Key Stage 2

Word Reading	Reading Comprehension	Writing Transcription	Handwriting	Writing Composition	Vocabulary, Grammar and Punctuation
<p>Pupils should be taught to: -apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) 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>Pupils should be taught to:</p> <ul style="list-style-type: none"> -develop positive attitudes to reading and understanding of what they read by: -listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks -reading books that are structured in different ways and reading for a range of purposes -using dictionaries to check the meaning of words that they have read -increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally -identifying themes and conventions in a wide range of books -preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action -discussing words and phrases that capture the reader's interest and imagination -recognising some different forms of poetry [for example, free verse, narrative poetry] -understand what they read, in books they can read independently, by: -checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context -asking questions to improve their understanding of a text -drawing inferences such as inferring characters' feelings, thoughts and motives 	<p>Spelling</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -use further prefixes and suffixes and understand how to add them -spell further homophones -spell words that are often misspelt (English Appendix 1 NC) -place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] -use the first two or three letters of a word to check its spelling in a dictionary -write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<p>Pupils should be taught to:</p> <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 -increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -plan their writing by: -discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar -discussing and recording ideas -draft and write by: -composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures -organising paragraphs around a theme -in narratives, creating settings, characters and plot -in non-narrative material, using simple organisational devices [for example, headings and sub-headings] -evaluate and edit by: 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -develop their understanding of the concepts set out in English Appendix 2 by: -extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although -using the present perfect form of verbs in contrast to the past tense -choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition -using conjunctions, adverbs and prepositions to express time and cause -using fronted adverbials - learning the grammar for years 3 and 4 in English Appendix 2 -indicate grammatical and other features by:

	<p>from their actions, and justifying inferences with evidence</p> <ul style="list-style-type: none"> -predicting what might happen from details stated and implied -identifying main ideas drawn from more than one paragraph and summarising <p>These</p> <ul style="list-style-type: none"> - identifying how language, structure, and presentation contribute to meaning -retrieve and record information from non-fiction -participate 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. 		ascenders and descenders of letters do not touch].	<ul style="list-style-type: none"> -assessing the effectiveness of their own and others' writing and suggesting improvements -proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences -proof-read for spelling and punctuation errors -read aloud 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"> -using commas after fronted adverbials -indicating possession by using the possessive apostrophe with plural nouns -using and punctuating direct speech -use and understand the grammatical terminology in English Appendix 2 accurately (NC) and appropriately when discussing their writing and reading.
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Upper Key Stage 2

Word Reading	Reading Comprehension	Writing Transcription	Handwriting	Writing Composition	Vocabulary, Grammar and Punctuation
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -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>Pupils should be taught to:</p> <ul style="list-style-type: none"> - maintain positive attitudes to reading and understanding of what they read by: -continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks -reading books that are structured in different ways and reading for a range of purposes -increasing 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 -recommending books that they have read to their peers, giving reasons for their choices -identifying and discussing themes and conventions in and across a wide range of writing -making comparisons within and across books -learning a wider range of poetry by heart -preparing poems and plays to read aloud and to perform, showing 	<p>Spelling</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -use further prefixes and suffixes and understand the guidance for adding them -spell some words with 'silent' letters [for example, knight, psalm, solemn] -continue to distinguish between homophones and other words which are often confused -use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically - 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 of these in a dictionary -use a thesaurus. 	<p>Handwriting</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -write legibly, fluently and with increasing speed by: -choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters -choosing the writing implement that is best suited for a task. 	<p>Writing Composition</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -plan their writing by: -identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own -noting and developing initial ideas, drawing on reading and research where necessary -in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed -draft and write by: 	<p>Vocabulary, Grammar and Punctuation</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - develop their understanding of the concepts set out in English Appendix 2 (NC)by: -recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms -using passive verbs to affect the presentation of information in a sentence -using the perfect form of verbs to mark relationships of time and cause -using expanded noun phrases to convey

	<p>understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <ul style="list-style-type: none"> -understand what they read by: - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context -asking questions to improve their understanding -drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence -predicting what might happen from details stated and implied -summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas - identifying how language, structure and presentation contribute to meaning -discuss and evaluate how authors use language, including figurative language, considering the impact on the reader -distinguish between statements of fact and opinion -retrieve, record and present information from non-fiction - participate in discussions about books that are read to them and those they can read for themselves, 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, maintaining a focus on the topic and using notes where necessary -provide reasoned justifications for their views 			<ul style="list-style-type: none"> -selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action -precising longer passages -using a wide range of devices to build cohesion within and across paragraphs -using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] -evaluate and edit by: -assessing the effectiveness of their own and others' writing -proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning -ensuring the consistent and correct use of tense throughout a piece of writing -ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech 	<p>complicated information concisely</p> <ul style="list-style-type: none"> -using modal verbs or adverbs to indicate degrees of possibility -using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun -learning the grammar for years 5 and 6 in English Appendix 2 -indicate grammatical and other features by: -using commas to clarify meaning or avoid ambiguity in writing -using hyphens to avoid ambiguity -using brackets, dashes or commas to indicate parenthesis -using semi-colons, colons or dashes to mark boundaries between independent clauses -using a colon to introduce a list -punctuating bullet points consistently -use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.
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				and writing and choosing the appropriate register -proof-read for spelling and punctuation errors	
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Reading Progression of Skills

	F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>AF1 - Use a range of strategies, including accurate decoding of text, to read for meaning.</p>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them</p> <p>Read a few common exception words matched to the school’s phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Use letter sounds to work out and read new words</p> <p>Say quickly the sound of all the letters and letter groups</p> <p>Read new words correctly by blending the letter and letter group sounds I have been taught</p> <p>Read some common exception words and see where the letter sounds are different</p> <p>Read words made up of the letter sounds I know which have endings-s, -es, -in, -ed and –est</p> <p>Read words like I’m, I’ll and we’ll and understand that the apostrophe represents the missing letter or letters</p> <p>Read aloud books that use letters and letter groups I have been taught</p> <p>Use the sounds I know to re-read books more fluently and with more confidence</p> <p>Spot if a word has been read wrongly by following the sense of the text</p>	<p>Use the sounds I know to decode words automatically and my reading is fluent</p> <p>Read and blend all sounds I have been taught and recognise alternative sounds for letters or groups of letters</p> <p>Read words of two or more syllables that contain sounds I have been taught</p> <p>Read words containing common suffixes</p> <p>Read further common exception words and see where the sounds do not match the spelling</p> <p>Read most words quickly and accurately without needing to sound and blend words I have seen before</p> <p>Read aloud books within my reading level, without making many errors and sounding out new words without long pauses</p> <p>Re-read books, sounding out new words correctly to improve my speed and confidence</p> <p>Spot if a word has been read wrongly by following the sense of the text</p>	<p>Use my knowledge of root words, prefixes (including dis-, mis-, in-, -il, -im, -ir-), and suffixes (including –ly), to help me read aloud and to understand the meaning of new words.</p> <p>Read further exception words including words, that do not follow spelling patterns</p>	<p>Use my understanding of root words, prefixes (including gre-, sub-, inter-, super-, anti-, auto-), and suffixes (including –ation, -ous), to help me understand the meaning of new words.</p> <p>Read and decode further exception words accurately, including words that do not follow spelling patterns.</p>		

Reading Progression of Skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
AF2 - Across a range of reading, understand, describe, select or retrieve information, events or ideas from texts and us quotation and reference to text		<p>Enjoy and understand a wide range of stories, poems and non-fiction text that I can't yet read myself by hearing them read and talking about them with others</p> <p>Use what I have already read or heard, or information a teacher has given me, to help me understand what I am reading</p> <p>Talk about the title and events in books I have read or heard</p> <p>Say how the characters might feel in a story I have read or heard on the basis of what is said and done</p> <p>Say what might happen next in a story on the basis of what has been read so far.</p> <p>Explain clearly my understanding of texts which have been read to me</p> <p>Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p>Identify and explain the sequence of events in texts</p> <p>Make inferences from the text</p>	<p>Enjoy and understand books by listening to, and talking about and expressing my view on poems, stories and non-fiction texts that I can't read myself</p> <p>Enjoy reading and discussing the order of events in books and how items of information are related</p> <p>Say how the characters might feel in a story I have read or heard on the basis of what is said and done</p> <p>Ask and answer simple questions about the books or stories I am reading.</p> <p>Say what might happen next in a story based on what has happened so far</p> <p>Use what I have already read or heard, or from the information a teacher has given me, to help me understand what I am reading</p> <p>Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p>Identify and explain the sequence of events in texts</p> <p>Make inferences from the text</p>	<p>Make reading fun by listening to and discussing stories, poems, plays and non-fiction work</p> <p>Show that I enjoy reading by reading lots of different types of books</p> <p>Read a wide range of books (incl fairy stories, myths and legends), and retell some of them to others.</p> <p>Tell you what a book that I am reading is about.</p> <p>Use non-fiction texts to find out information on a subject.</p> <p>Understand what I have read, checking that it makes sense by talking to others about it.</p> <p>Ask questions about the texts that I have read to help me understand them.</p> <p>Work out what a character in a book is feeling by the actions they take and can explain how I know</p> <p>Predict what might happen from clues in what I have read</p> <p>Retrieve and record information / identify key details from fiction and non-fiction</p> <p>Make inferences from the text / explain and justify inferences with evidence from the text</p>	<p>Show that I enjoy reading by reading a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Show that I enjoy reading by reading lots of different types of books and for different reasons.</p> <p>Use a dictionary to check the meaning of words.</p> <p>Read a wide range of books, fairy stories, myths and legends and retell some of them to others.</p> <p>Check what I have read, and that I have understood it, by telling someone else what has happened.</p> <p>Ask questions about what I have read to help me understand a complicated text.</p> <p>Tell from what I have read how a character is feeling and thinking and why they take an action. I can show you the parts of the text that tell me this.</p> <p>Find and record information from non-fiction texts over a wide range of subjects.</p> <p>Predict what will happen in a text, using details I have already read to help me.</p> <p>Retrieve and record information / identify key details from fiction and non-fiction</p> <p>Make inferences from the text / explain and justify inferences with evidence from the text</p>	<p>Write or give a detailed book review including reasons why I would recommend this book.</p> <p>Discuss and compare events, structures, issues, characters and plots of stories, poems and information texts.</p> <p>Ask sensible and interesting questions about the texts to help me understand them more.</p> <p>Explain characters' feelings, thoughts or reasons for their actions. I can explain my thoughts with evidence from the text.</p> <p>Find and write down facts and information from non-fiction texts.</p> <p>Retrieve and record information / identify key details from fiction and non-fiction</p>	<p>Write or give a detailed book review including reasons why I would recommend this book.</p> <p>Discuss ideas, events, structures, issues, characters and plots of texts across a wide range of writing.</p> <p>Fully explain my views with reasons and evidence from the text.</p> <p>Show my understanding of texts by summarising the main ideas over a number of paragraphs, finding key details as evidence to support my view.</p> <p>Retrieve and record information / identify key details from fiction and non-fiction</p>

Reading Progression of Skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>AF3 - Across a range of reading, deduce, infer or interpret information, events or ideas from texts. Across a range of reading, identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level</p>						<p>Predict what might happen in increasingly complex texts by using evidence from the text. Tell the difference between statements of fact and opinion. Make inferences from the text / explain and justify inferences with evidence from the text</p>	<p>Read books that are structured in different ways for different purposes, e.g. for fun or research. Discuss and compare themes, structures, issues, characters and plots within a book and between different books. Understand how language, structure and presentation contribute to the meaning of a text. Predict what might happen from details stated and implied Make inferences from the text / explain and justify inferences with evidence from the text</p>

Reading Progression of Skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
AF4/5 - Across a range of reading, explain and comment on writers' use of language, including grammatical and literary features at word and sentence level		<p>Explain the meaning of words that I know and I can talk about the meaning of new words. I can link the meaning of new words to those I already know.</p> <p>Enjoy reading key stories, fairy stories and traditional tales because I know them well and can retell them and comment on their special features.</p> <p>Draw on knowledge of vocabulary to understand texts .</p>	<p>Explain the meaning of words that I know and I can ask about the meaning of new words. I can link the meaning of new words to those I already know</p> <p>Talk about my favourite words and phrases</p> <p>Draw on knowledge of vocabulary to understand texts</p>	<p>Discuss words that excite me in the books that I read.</p> <p>Say how a text is organised to help me understand it using paragraphs, headings, sub headings and inverted commas to show speech.</p> <p>Give / explain the meaning of words in context</p> <p>Identify / explain how meaning is enhanced through choice of words and phrases</p>	<p>Discuss words and phrases that excite me in the books that I read.</p> <p>Discuss different types of poetry e.g. free verse and narrative poetry.</p> <p>Understand how the use of words in a text, how it is set out, and its presentation add to its meaning.</p> <p>Give / explain the meaning of words in context</p> <p>Identify / explain how meaning is enhanced through choice of words and phrases</p>	<p>Read aloud and understand the meaning of at least half of the words on the Year 5/6 list.</p> <p>Understand what I am reading by checking the book makes sense and finding the meaning of new words.</p> <p>Talk about why authors use language, including figurative language, and the impact it has on the reader.</p> <p>Give / explain the meaning of words in context</p> <p>Identify / explain how meaning is enhanced through choice of words and phrases</p>	<p>Read aloud and understand the meaning of the words on the Year 5/6 list.</p> <p>Talk about how authors use language, including figurative language, and the impact it has on the reader.</p> <p>Give / explain the meaning of words in context</p> <p>5.4 I can identify / explain how meaning is enhanced through choice of words and phrases</p>

Reading Progression of Skills							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
AF6/7 - Identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader. Relate texts to their social, cultural and historical contexts and literary traditions		Enjoy stories and texts that I can read for myself or have had read to me which link to things I have experienced	Enjoy reading by recognising repeated themes and ideas in stories and poems Make links between the book I am reading and other books I have read – character, plot, setting	Summarise and tell someone about the main ideas in a paragraph Make comparisons within the text Identify / explain how information / narrative content is related and contributes to meaning as a whole	Summarise what has happened in a text, using themes from paragraphs to help me. Make comparisons within the text Identify / explain how information / narrative content is related and contributes to meaning as a whole	Read, enjoy, understand and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, including myths, legends and traditional stories, modern fiction, fiction from the past and books from other cultures and traditions. Summarise the main ideas from more than one paragraph. Make comparisons within the text Identify / explain how information / narrative content is related and contributes to meaning as a whole	Read, enjoy, understand and discuss books that are written by different authors, in different styles including books from our literary heritage and books from other cultures and traditions. Make comparisons within the text Identify / explain how information / narrative content is related and contributes to meaning as a whole

Writing Progression of Skills

	F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5 and Year 6
Narrative	<p>Begins to give meaning to marks they make</p> <p>Imitates adult's writing by making continuous lines of shapes and symbols (early writing) from left to right</p> <p>Attempts to write their own name and other words using letter-type shapes</p> <p>Creates lines and circles pivoting from the shoulder and elbow</p> <p>Manipulates a range of tools and equipment in one hand</p> <p>Begin to use a comfortable grip with good control when holding pens and pencils</p> <p>Shows a preference for a dominant hand</p>	<p>Begins to break the flow of speech into words</p> <p>Hears and says initial sound in words</p> <p>Orally segments the sounds in words to spell them</p> <p>Writes recognisable letters in sequence including own name</p> <p>Progress from writing labels and captions to simple sentences.</p> <p>Form capital and lowercase letters correctly.</p> <p>Use capital letters and full stops when writing short sentences</p> <p>Develop small motor skills so that they can use a range of tools competently, safely and confidently</p> <p>Begins to use anticlockwise movement and retrace vertical lines</p> <p>Begins to form recognisable letters independently</p> <p>Uses a pencil and hold it effectively to form recognisable letters, most of which are correctly formed</p> <p>Develop the foundations of a handwriting style which is fast accurate and efficient</p>	<p>-Learn stories orally and tell them with actions</p> <p>-Sequence events</p> <p>-Think, say and write sentences in own words</p> <p>-recognise and use story language</p> <p>-Make simple innovations to known stories</p> <p>-accurate use of punctuation</p>	<p>-Events sequenced through use of story maps</p> <p>-Use of adverbs and adjectives</p> <p>-Think about the intended audience and purpose of the story</p> <p>-Characters and settings become more developed</p>	<p>-Use of paragraphs to organise the narrative into logical sections</p> <p>-Adverbs and prepositions to show passage of time</p> <p>-Inverted commas to punctuate direct speech</p> <p>- Dialogue used to convey characters thoughts and take narrative forward</p> <p>-Verbs and adverbs chosen for effect</p> <p>-Boxing up as a planning tool and understand structure of a story</p> <p>-Edit and proofread writing</p>	<p>-Use of fronted adverbials</p> <p>-Use of adverbials to create cohesion e.g. therefore, however</p> <p>-Full range of speech punctuation</p> <p>-Use of adverbials to create cohesion e.g. therefore, however</p> <p>-Recognise and use narrative language e.g. On a cold Winter's day.... And after all that....</p>	<p>-Write for a specified audience and with a particular purpose choosing between formal and informal speech as appropriate</p> <p>-Use of passive voice</p> <p>-Make use of idea from reading e.g. use of long and short sentences for effect</p> <p>-use of conditional forms such as subjunctive form</p> <p>-Use of flashbacks</p> <p>-Modals and adverbs used to suggest degrees of possibility e.g. They should never have... They were probably going to be... They were definitely</p> <p>-Dialogue is used to convey thoughts and move the narrative forward</p> <p>-Include Past Perfect Progressive</p> <p>Use of flashback</p> <p>-Teach how the present tense can be used in recount (Imagine 3)</p>

Writing Progression of Skills

	F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Non Chronological Reports		<p>Begins to break the flow of speech into words</p> <p>Hears and says initial sound in words</p> <p>Orally segments the sounds in words to spell them</p> <p>Writes recognisable letters in sequence including own name</p> <p>Progress from writing labels and captions to simple sentences.</p> <p>Form capital and lowercase letters correctly.</p> <p>Use capital letters and full stops when writing short sentences</p> <p>Begins to form recognisable letters independently</p> <p>Uses a pencil and hold it effectively to form recognisable letters, most of which are correctly formed</p> <p>Develop the foundations of a handwriting style which is fast accurate and efficient</p>	<p>-Use present tense and third person-The sunflower is...</p> <p>-Use past tense in historical reports e.g. Victorians used bathing huts</p>	<p>-Introduce questions e.g. Why do some animals wake up at night time?</p> <p>Use conjunctions e.g. because</p> <p>- use adjectives including comparative adjectives e.g. Polar bears are the biggest carnivores of all</p>	<p>Express Time, Place and cause using conjunctions- so, because.</p> <p>_Use adverbial phrase- Daffodils start to grow in early February</p>	<p>Create cohesion and avoid repetition through the use of nouns and pronouns e.g. The Romans built straight roads. They also....</p>	<p>-Create cohesion in paragraphs using adverbials e.g. shortly afterwards</p> <p>-</p> <p>Parenthesis</p> <p>-Layout devices</p>	<p>-Vocabulary appropriate for formal and informal speech</p> <p>-Passive voice for formality e.g. Sparrows are found in...Sharks are hunted...</p>

Writing Progression of Skills

	F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Recount		<p>Begins to break the flow of speech into words Hears and says initial sound in words Orally segments the sounds in words to spell them Writes recognisable letters in sequence including own name Progress from writing labels and captions to simple sentences. Form capital and lowercase letters correctly. Use capital letters and full stops when writing short sentences Begins to form recognisable letters independently Uses a pencil and hold it effectively to form recognisable letters, most of which are correctly formed Develop the foundations of a handwriting style which is fast accurate and efficient</p>	<p>Correct form of past tense- I did Use 'and' to join sentences</p>	<p>Organise events in order Extend sentences with conjunctions Time sentence signposts- First we.., Then we...After that..</p>	<p>Express time, place and cause using conjunctions, adverbs and prepositions Paragraphs organised Direct speech included</p>	<p>-Expanded noun phrases -Strong opening paragraph and summary to build cohesion -Use of first person -Paragraphs for cohesion -Awareness of audience and appropriate language choices</p>	<p>-Include modal verbs- I should have.... We must.... -Past perfect tense- We were walking to the beach when...</p>	<p>-Include Past Perfect Progressive -Use of flashback -Teach how the present tense can be used in recount (Imagine 3)</p>

Writing Progression of Skills							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Poetry	Listening to poetry and discussing	<ul style="list-style-type: none"> -Responding to simple questions about the poem -Create simple success criteria -Identify simple features- title, poet, number of lines, circle rhyming couplets 	<ul style="list-style-type: none"> -Look at other poems by the same poet -Oral rehearsal with actions -Simple poetry reviews 	<ul style="list-style-type: none"> -Identifying more complex poetic devices e.g. alliteration -Compare poems on a similar theme -Adding sound scapes to a poem 	<ul style="list-style-type: none"> -Identify use of syllables specific to genre e.g. Haiku or Tanka -Labelling rhyme schemes -Create complex success criteria for the style of poem -Write in style of the original poem 	<ul style="list-style-type: none"> -Look at a range of poetic devices e.g. use of symbolism, similes, metaphors, personification -Write poems that may not match the original but include some features 	<ul style="list-style-type: none"> -Comparing and contrasting use of poetic devices with those used in other Poems -Labelling more complex rhyme schemes ;use of assonance and rhythm -Write poem from a different perspective e.g. different character's point of view

Writing Progression of Skills

	F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Discussion/Debate	P4C discussions	Through P4C the children will be given many opportunities to discuss and debate. For example, Should Jack have stolen the gold? Did LRRH do the right thing?	P4C themed discussions and simple sentences to share point of view	P4C themed discussions and simple sentences to share point of view	-Consistent use of present tense -Effective use of noun phrases e.g. some people, most dogs-	Present perfect form of verbs e.g. some people have argued..... some people have said... -Nouns that categorize (Vehicles, pollution) -Use of paragraphs to organise ideas	-Cohesion within paragraphs -Layout devices to provide additional information e.g. diagrams, illustrations	-Formal and informal vocabulary choices -Passive voice – Some could claim that... It is possible that.... -Conditional forms such as subjunctive form- If people were to stop hunting Whales...

Writing Progression of Skills

	F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Description	<p>Begins to give meaning to marks they make</p> <p>Imitates adult's writing by making continuous lines of shapes and symbols (early writing) from left to right</p> <p>Attempts to write their own name and other words using letter-type shapes</p> <p>Creates lines and circles pivoting from the shoulder and elbow</p> <p>Manipulates a range of tools and equipment in one hand</p> <p>Begin to use a comfortable grip with good control when holding pens and pencils</p> <p>Shows a preference for a dominant hand</p>	<p>Begins to break the flow of speech into words</p> <p>Hears and says initial sound in words</p> <p>Orally segments the sounds in words to spell them</p> <p>Writes recognisable letters in sequence including own name</p> <p>Progress from writing labels and captions to simple sentences.</p> <p>Form capital and lowercase letters correctly.</p> <p>Use capital letters and full stops when writing short sentences</p> <p>Develop small motor skills so that they can use a range of tools competently, safely and confidently</p> <p>Begins to use anticlockwise movement and retrace vertical lines</p> <p>Begins to form recognisable letters independently</p> <p>Uses a pencil and hold it effectively to form recognisable letters, most of which are correctly formed</p> <p>Develop the foundations of a handwriting style which is fast accurate and efficient</p>	<p>-Use 2A sentences to describe</p> <p>-Use all the Ws</p> <p>-Use some alliteration</p>	<p>-Choose adjectives with care</p> <p>-Use adverbs e.g. she laughed happily</p> <p>-Use 'as' and 'like' similes</p>	<p>-Use expanded noun phrases to add intriguing detail</p> <p>-Select powerful, precise and well chosen nouns, adjectives and adverbs</p>	<p>-Use personification</p> <p>-Use metaphors and similes to create atmosphere</p> <p>-Use expanded noun phrases</p> <p>-Show, not tell- describe a setting using language to suggest atmosphere</p>	<p>-Ensure all word choices earn their place and add something new and necessary e.g. not 'old branches' but 'gnarled finger like branches</p> <p>-Use parenthesis to show a Character's true feelings</p>	<p>-Use past progressive forms to reveal additional information about a character</p> <p>-Select detail to describe for a purpose e.g. to scare the reader, to lull the reader into a false sense of security</p>

Writing Progression of Skills

	F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Letter/Invitation	<p>Begins to give meaning to marks they make</p> <p>Imitates adult's writing by making continuous lines of shapes and symbols (early writing) from left to right</p> <p>Attempts to write their own name and other words using letter-type shapes</p> <p>Creates lines and circles pivoting from the shoulder and elbow</p> <p>Manipulates a range of tools and equipment in one hand</p> <p>Begin to use a comfortable grip with good control when holding pens and pencils</p> <p>Shows a preference for a dominant hand</p>	<p>Begins to break the flow of speech into words</p> <p>Hears and says initial sound in words</p> <p>Orally segments the sounds in words to spell them</p> <p>Writes recognisable letters in sequence including own name</p> <p>Progress from writing labels and captions to simple sentences.</p> <p>Form capital and lowercase letters correctly.</p> <p>Use capital letters and full stops when writing short sentences</p> <p>Develop small motor skills so that they can use a range of tools competently, safely and confidently</p> <p>Begins to use anticlockwise movement and retrace vertical lines</p> <p>Begins to form recognisable letters independently</p> <p>Uses a pencil and hold it effectively to form recognisable letters, most of which are correctly formed</p> <p>Develop the foundations of a handwriting style which is fast accurate and efficient</p>	<p>-Use of correct terminology e.g Dear...., Love from....</p> <p>-Understand reason for letter/ invitation</p>	<p>-Use of correct terminology and layout e.g. Address, Date, Dear..., From... Yours sincerely....</p>	<p>-Use of correct terminology and layout e.g. address, date, Dear Sir/ Madam,, Yours faithfully/ Yours sincerely</p> <p>-Use introductory paragraph giving reason for the letter</p> <p>-Organise the main points to be made in best order</p>	<p>- Use of first person</p> <p>-Paragraphs for cohesion</p> <p>-Awareness of audience and appropriate language choices</p> <p>-Use of adverbials, therefore, however</p>	<p>-Include modal verbs- I should have.... We must....</p> <p>-Past perfect tense- We were walking to the beach when...</p> <p>-Orientation such as scene setting</p> <p>-Additional detail about each event</p> <p>-Informal/ formal language</p>	<p>-Include Past Perfect</p> <p>Progressive- Create cohesion across paragraphs</p> <p>-Formal and informal vocabulary choices</p> <p>-Passive voice – Some could claim that... It is possible that....</p> <p>-Conditional forms such as subjunctive form- If people were to stop hunting Whales... (persuasive letter)</p>

Writing Progression of Skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Persuasive				<ul style="list-style-type: none"> -Use introductory paragraph giving reason for letter/ debate -Decide on the viewpoint -Organise the main points to be made in best order 	<ul style="list-style-type: none"> -Use of first person -Paragraphs for cohesion -Awareness of audience and appropriate language choices -Use of adverbials, therefore, however -Decide on viewpoint and carefully select information to support it -Organise points in best order and decide which persuasive information to add to support each one 	<ul style="list-style-type: none"> -Cohesion within paragraphs -Layout devices to provide additional information e.g. diagrams, illustrations 	<ul style="list-style-type: none"> -Formal and informal vocabulary choices -Passive voice – Some could claim that... It is possible that.... -Conditional forms such as subjunctive form- If people were to stop hunting Whales...

Writing Progression of Skills

	F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Instructions	<p>Begins to give meaning to marks they make</p> <p>Imitates adult's writing by making continuous lines of shapes and symbols (early writing) from left to right</p> <p>Attempts to write their own name and other words using letter-type shapes</p> <p>Creates lines and circles pivoting from the shoulder and elbow</p> <p>Manipulates a range of tools and equipment in one hand</p> <p>Begin to use a comfortable grip with good control when holding pens and pencils</p> <p>Shows a preference for a dominant hand</p>	<p>Begins to break the flow of speech into words</p> <p>Hears and says initial sound in words</p> <p>Orally segments the sounds in words to spell them</p> <p>Writes recognisable letters in sequence including own name</p> <p>Progress from writing labels and captions to simple sentences.</p> <p>Form capital and lowercase letters correctly.</p> <p>Use capital letters and full stops when writing short sentences</p> <p>Develop small motor skills so that they can use a range of tools competently, safely and confidently</p> <p>Begins to use anticlockwise movement and retrace vertical lines independently</p> <p>Uses a pencil and hold it effectively to form recognisable letters, most of which are correctly formed</p> <p>Develop the foundations of a handwriting style which is fast accurate and efficient</p>	<p>Time words- first, next, then, finally</p> <p>Imperative verbs- Put..., Do not.. etc.</p>	<p>Command sentences</p> <p>Commas in a list</p>	<p>Express time, place and cause using conjunctions e.g. so, because</p> <p>Use of adverbs/ prepositions</p> <p>Headings and sub headings</p>	<p>-Create cohesion e.g. add eggs and then beat them with a whisk until they are fluffy</p>	<p>-Use fronted adverbials to offer alternatives e.g If you would like to make a bigger decoration....</p> <p>-Parenthesis</p>	<p>-Modals</p> <p>-Additional layout devices</p> <p>-Degrees of formality</p>

Speaking and Listening

English National Curriculum Subject Content

Spoken language

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play/improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication
- Notes and guidance (non-statutory)

Progression Skills

	F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To listen carefully and understand	<p>Enjoy listening to stories and can remember much of what happens. Pay attention to more than one thing at a time</p> <p>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p>	<p>Understand how to listen carefully and why listening is important. Ask questions to find out more and to check they understand what has been said to them.</p>	<ul style="list-style-type: none"> • Take turns to talk, listening carefully to the contributions of others. • Sift information and focus on the important points. • Seek clarification when a message is not clear. • Understand instructions with more than one point. 		<ul style="list-style-type: none"> • Engage in discussions, making relevant points. • Ask for specific additional information to clarify. 		<ul style="list-style-type: none"> • Understand how to answer questions that require more than a yes/no or single sentence response. • Demonstrate active listening by justifying ideas or expanding on the ideas of others. • Recognise and explain some idioms. • Understand the meaning of some phrases beyond the literal interpretation. 	

<p>To develop a wide and subject-specific vocabulary</p>	<p>Use a wider range of vocabulary Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p>	<p>Learn new vocabulary Use new vocabulary through the day. Use new vocabulary in different contexts. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<ul style="list-style-type: none"> • Use subject specific vocabulary to explain and describe. • Suggest words or phrases appropriate to the topic being discussed. 	<ul style="list-style-type: none"> • Use interesting adjectives, adverbial phrases and expanded noun phrases in discussion. • Use vocabulary that is appropriate to the topic being discussed or the audience that is listening. 	<ul style="list-style-type: none"> • Use adventurous and sophisticated vocabulary. • Explain the meaning of words, offering alternatives. • Use a wide range of phrases that include determiners, modifiers and other techniques to add extra interest and clarity.
<p>To speak with clarity and confidence</p>	<p>Develop their communication Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas.</p>	<p>Articulate their ideas and thoughts in well-formed sentences. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen</p>	<ul style="list-style-type: none"> • Speak in a way that is clear and easy to understand. • Speak confidently to a group of peers so that they understand the message of what is being said. • Reflect on the clarity of the message given. • Demonstrate good phonic knowledge by clearly pronouncing the sounds within words. 	<ul style="list-style-type: none"> • Use a mixture of sentence lengths to add interest to discussions and explanations. • Use intonation to emphasise grammar and punctuation when reading aloud. • Explain a project or concept to a group of peers. • Explain and develop ideas across the curriculum. • Reflect on the effectiveness of the explanation. 	<ul style="list-style-type: none"> • Vary the length and structure of sentences. • Ask questions and make suggestions to take an active part in discussions. • Present an idea, topic or explanation to a group of peers. • Expand and justify ideas across the curriculum. • Reflect on the effectiveness of the explanation, expansion and justification. • Comment on the grammatical structure of a range of spoken and written accounts.

<p style="text-align: center;">To present stories with structure</p>	<p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p>	<p>Connect one idea or action to another using a range of connectives. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p>	<ul style="list-style-type: none"> • Ensure stories have a setting, plot and a sequence of events. • Recount experiences with interesting detail. Take part in role play of a familiar story. 	<ul style="list-style-type: none"> • Bring stories to life with expression and intonation. • Respond appropriately when in role including basic improvisation. 	<ul style="list-style-type: none"> • Narrate detailed and exciting stories. • Use the conventions and structure appropriate to the type of story or presentation (fiction and non-fiction). • Interweave action, character descriptions, settings and dialogue in a performance. • Perform in improvised role play, group or class performances considering the effectiveness of delivery.
<p style="text-align: center;">To hold conversations and debates</p>	<p>Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns.</p>	<p>Describe events in some detail. Develop social phrases.</p>	<ul style="list-style-type: none"> • Take turns to talk, listening carefully to the contributions of others. • Know that different people hold opinions that are different from our own. • Know that different language is appropriate in different situations (formal and informal) • Make contributions that are relevant to those that have come before. 	<ul style="list-style-type: none"> • Make relevant comments or ask questions in a discussion or a debate. • Seek clarification by actively seeking to understand others' points of view. • Respectfully challenge opinions or points, offering an alternative. • Vary language between formal and informal according to the situation. 	<ul style="list-style-type: none"> • Negotiate and compromise by offering alternatives. • Debate, using relevant details to support points. • Offer alternative explanations when others don't understand. • Add humour to a discussion or debate where appropriate. • Select appropriate language in a range of situations (formal or informal).