



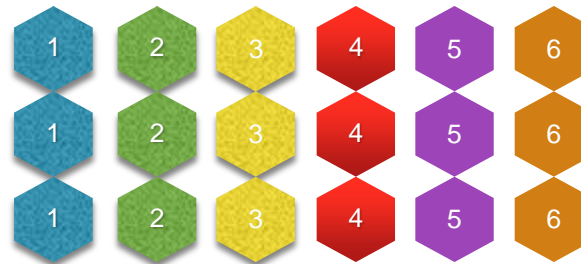
**Viewley Hill Academy**

# **English Curriculum**

## **English overview of the National Curriculum 2014**

### **Documents:**

- a - Reading progression document
- b - Transcription progression document
- c - Grammar and punctuation progression document
- d - English curriculum headlines overview Y1-Y6
- e - Model English Curriculum Y1-6 Writing\*
- f - Model English Curriculum Y1-6 Reading\*
- g - Appendix 1 NC document
- h - Appendix 2 NC document



**\*The materials available endeavour to support the delivery of the new English curriculum and to provide an overview of progression through KS1 and KS2. The model curricular for writing and reading comprise suggestions which are intended to be annotated and personalised to suit the needs of individual schools. References to sentence types and handwriting may need to be altered and tailored to fit in with existing programmes.**

### **Working party:**

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(with grateful thanks to the staff of Captain Cook Primary School for their supporting work on the Model curricular material)

# Viewley Hill Academy English Curriculum - Progression in Reading

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Reading	Decoding	<ul style="list-style-type: none"> <li>Decode words using phonics knowledge.</li> <li>Blend sounds in unfamiliar words.</li> <li>Respond speedily with the correct sounds to graphemes for all 40+ phonemes.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to decode words (until automatic decoding is fully embedded).</li> <li>Read accurately by blending sounds.</li> <li><i>As soon as children can read accurately and speedily, they should move on to Year 3/4 study for word reading.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Main focus to move from word reading to comprehension.</i></li> </ul>			
	Word Recognition	<ul style="list-style-type: none"> <li>Read common 'exception' words ('tricky' words, eg. <i>the, my, said</i>).</li> <li>Read aloud accurately (texts that match phonic knowledge).</li> <li>Re-read books to build fluency and confidence.</li> </ul>	<ul style="list-style-type: none"> <li>Read common 'exception' words ('tricky' words, e.g. <i>you, could, many, people</i>).</li> <li>Read familiar words quickly and accurately without blending (e.g. <i>shout, hand, stop, dream</i>).</li> <li>Read aloud books matched to phonics knowledge.</li> <li>Re-read books to build fluency and confidence.</li> </ul>	<ul style="list-style-type: none"> <li>Read common exception words (a wider range of 'tricky' words), noting unusual correspondences between spelling and sound.</li> <li><i>Any other word reading teaching should focus on development of vocabulary</i></li> </ul>			
	Patterns and Rhyme	<ul style="list-style-type: none"> <li>Recognise and join in with predictable phrases.</li> <li>Learn to appreciate rhymes and poems, reciting some by heart.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise simple recurring language in stories and poetry.</li> <li>Continue to build up a repertoire of poems.</li> <li><i>Teaching of syllable boundaries to aid in reading of longer words.</i></li> </ul>	<ul style="list-style-type: none"> <li>Recognise different forms of poetry.</li> <li><i>Continue to build up a repertoire of poems.</i></li> </ul>		<ul style="list-style-type: none"> <li>Learn a wider range of poetry by heart.</li> <li><i>Recognise different forms of poetry.</i></li> </ul>	
	Grammatical Features	<ul style="list-style-type: none"> <li>Read words containing taught grapheme-phoneme correspondences and common prefixes and suffixes (-s, -es, -ing, -ed, -er, -est and un-).</li> <li>Read words with more than one syllable.</li> <li>Read words with contractions, and understand the function of the apostrophe (e.g. <i>I'm, can't, he's</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Read accurately words of two or more syllables containing taught grapheme-phoneme correspondences.</li> <li>Read words containing common prefixes and suffixes (-ment, -less, -ful).</li> </ul>	<ul style="list-style-type: none"> <li>Apply growing knowledge of root words, prefixes and suffixes in reading aloud and in understanding new vocabulary.</li> </ul>		<ul style="list-style-type: none"> <li>Apply growing knowledge of root words, prefixes and suffixes (morphology) in reading aloud and in understanding new vocabulary.</li> </ul>	
Comprehension	Understanding	<ul style="list-style-type: none"> <li>Develop pleasure in reading and motivation to read.</li> <li>Listen to/discuss a wide range of texts.</li> <li>Begin to link what is read to own experiences.</li> <li>Become familiar with key stories (e.g. fairy stories and traditional tales), retelling them and considering particular characteristics.</li> <li>Clearly explain understanding of what is read to them, participating in discussion.</li> <li>Check that the text makes sense as it is read, correcting inaccurate reading.</li> <li><i>Use of role play to develop identification and exploration of characters and language.</i></li> </ul>	<ul style="list-style-type: none"> <li>Develop pleasure in reading and motivation to read.</li> <li>Listen to, discuss and express views on a range of texts.</li> <li>Retell and become increasingly familiar with a range of stories (e.g. fairy stories and traditional tales), and non-fiction books that are structured in different ways.</li> <li>Discuss favourite words and phrases.</li> <li>Participate in discussion about what is read to them.</li> <li>Check that the text makes sense as it is read, correcting inaccurate reading.</li> <li><i>Use of role play and drama techniques to develop identification and exploration of characters and language.</i></li> </ul>	<ul style="list-style-type: none"> <li>Develop positive attitudes to reading and what is read.</li> <li>Listen to and discuss a wide range of texts (structured in a variety of ways for different purposes), increasing familiarity with a wider range of fiction (fairy stories, myths and legends).</li> <li>Orally retell familiar stories.</li> <li>Discuss words/phrases that capture the reader's interest/imagination.</li> <li>Identify how language, structure and presentation contribute to meaning.</li> <li>Participate in discussion about what is read.</li> <li>Check that the text makes sense, understanding the meaning of words in context.</li> <li><i>Develop an understanding of the conventions of different texts.</i></li> <li><i>Progression from Year 3 to Year 4 evident in the complexity and challenge of the texts used.</i></li> </ul>	<ul style="list-style-type: none"> <li>Maintain positive attitudes to reading and understanding of what is read.</li> <li>Read/discuss an increasingly wide range of texts (structured in a variety of ways for different purposes), increasing familiarity with a wider range of fiction (myths, legends traditional stories, modern fiction, fiction from our literary heritage and books from other cultures/traditions).</li> <li>Discuss/evaluate author's use of language and its impact upon a reader.</li> <li>Identify how language, structure and presentation contribute to meaning.</li> <li>Participate in discussion about what is read, building on own ideas and challenging others.</li> <li>Check that a book makes sense, discussing understanding and exploring meanings of the words in context.</li> <li>Make book recommendations with justification.</li> <li>Distinguish between fact/opinion.</li> <li>Explain/discuss understanding through formal presentations and debates (using notes where necessary).</li> <li><i>Continue to learn about the conventions of different texts.</i></li> <li><i>Develop an understanding of technical terms (e.g. metaphor, simile, analogy, imagery, style and effect).</i></li> <li><i>Compare characters, settings and themes.</i></li> <li><i>Progression from Year 5 to Year 6 evident in the complexity and challenge of the texts used.</i></li> </ul>		
	Deducing and Inferring	<ul style="list-style-type: none"> <li>Understand what is read with accuracy and fluency, and understand what is listened to.</li> <li>Draw on knowledge, background information and vocabulary whilst reading.</li> <li>Discuss the significance of the title and events.</li> <li>Make inferences on the basis of what is being said and done.</li> <li>Predict what might happen on the basis of what has been read.</li> </ul>	<ul style="list-style-type: none"> <li>Understand what is read with accuracy and fluency, and understand what is listened to.</li> <li>Draw on knowledge, background information and vocabulary whilst reading.</li> <li>Make inferences on the basis of what is being said and done.</li> <li>Discuss the sequence of events in a book, and how they are related.</li> <li>Predict what might happen on the basis of what has been read.</li> <li>Ask and answer questions.</li> </ul>	<ul style="list-style-type: none"> <li>Understand what has been read independently.</li> <li>Identify themes and conventions in a wide range of texts.</li> <li>Ask questions to improve own understanding.</li> <li>Predict what might happen from details that are stated or implied.</li> <li>Draw inferences (e.g. thoughts, feelings, motives), justifying responses with evidence.</li> <li>Summarise main ideas across paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and discuss themes/conventions across a wide range of texts.</li> <li>Ask questions to improve own understanding, and answer questions providing reasoned justification.</li> <li>Predict what might happen from details stated or implied.</li> <li>Draw inferences (including thoughts, feelings and motives), justifying with evidence.</li> <li>Summarise main ideas across paragraphs, identifying key details that support themes/ideas in a text.</li> <li>Make comparisons within and across books.</li> </ul>		
	Information and Expression		<ul style="list-style-type: none"> <li>Recite poems learnt by heart with appropriate intonation/expression to make meaning clear.</li> </ul>	<ul style="list-style-type: none"> <li>Prepare poems and play scripts to perform, showing understanding through use of intonation, tone, volume and action.</li> </ul>		<ul style="list-style-type: none"> <li>Prepare poems and play scripts to perform with use of intonation, tone, volume and action, so that the meaning is clear to an audience.</li> </ul>	
	Research			<ul style="list-style-type: none"> <li>Retrieve and record information from non-fiction texts.</li> <li>Use a dictionary to check the meaning of unfamiliar words.</li> <li><i>Know how to use contents pages and indexes to locate information</i></li> </ul>		<ul style="list-style-type: none"> <li>Retrieve and record information from non-fiction texts, presenting it to an audience.</li> <li><i>Use a dictionary to check the meaning of unfamiliar words.</i></li> <li><i>Know how to use contents pages and indexes to locate information</i></li> </ul>	

## Viewley Hill Academy English Curriculum-Progression in Transcription

Strand	Year 1	Year 2	Year 3 & Year 4	Year 5 & Year 6
Phonics and Spelling	<ul style="list-style-type: none"> <li>words containing each of the 40+ phonemes already taught</li> <li>common exception words 'tricky' words.</li> <li>days of the week</li> <li>name the letters of the alphabet.</li> <li>distinguish between different representations of the same sound e.g. or ore au al ough.</li> <li>add prefixes and suffixes (s, es, un, ing, ed, er, est).</li> <li>use the spelling rule for adding s or es as a plural marker.</li> <li>apply simple spelling rules within appendix 1.</li> <li>write from memory simple sentences dictated by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Spelling and simple spelling rules - see Appendix 1. segment words into phonemes and represent these by graphemes.</li> <li>learn some common homophones and near homophones e.g. see/sea; won/one.</li> <li>learn to spell common exception words 'tricky' words.</li> <li>some contracted forms e.g can't didn't it's.</li> <li>add suffixes to spell longer words e.g -ment -less - ful</li> <li>write from memory simple sentences dictated by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand how to add them - see appendix 1</li> <li>understand how to place the apostrophe in words with regular and irregular plurals (e.g. children's).</li> <li>continue to spell further homophones.</li> <li>use a dictionary to check a spelling.</li> <li>write from memory simple sentences dictated by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand how to add them - see appendix 1.</li> <li>spell some words with silent letters (knight, psalm, solemn).</li> <li>continue to distinguish between homophones and other words which are often confused.</li> <li>use knowledge of morphology (how words are formed) and etymology (origins of words) and understand that spellings of some words need to be learnt specifically.</li> <li>use a dictionary to check a spelling and meaning of words.</li> <li>use a thesaurus.</li> </ul>
Handwriting	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>sit correctly at the table,</li> <li>holding a pencil correctly and comfortably.</li> <li>begin to form lower case. letters in the correct direction, starting and finishing in the right place.</li> <li>form capital letters.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>form lower case letters of the same size.</li> <li>begin to use diagonal and horizontal strokes needed to join letters.</li> <li>know capital letters are not joined.</li> <li>write capital letters and digits of the same size and orientation.</li> <li>use correct spacing between words.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use diagonal and horizontal strokes to join letters.</li> <li>know that capitals are not joined.</li> <li>increase legibility and consistency of handwriting.</li> <li>Ensure lines of writing spaced sufficiently.</li> <li>Ensure ascenders and descenders do not touch.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>write legibly, fluidly with increasing speed and style.</li> <li>develop a personal style</li> <li>choose the appropriate writing implement best suited for the task.</li> <li>use appropriate style and form depending on the task (e.g. labelling a diagram, writing an email address, algebra and filling a form in capitals).</li> </ul>

## Viewley Hill Academy English Curriculum - Progression in Grammar and Punctuation

Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word	<ul style="list-style-type: none"> <li>Plural noun suffixes 's' 'es'.</li> <li>Regular verb endings: 'ing' 'ed' 'er'.</li> <li>Prefix 'un'.</li> <li><b>Introduce the term verb, adjective and noun.</b></li> </ul>	<ul style="list-style-type: none"> <li>Suffixes: 'ness', 'er'; 'ful', 'less' and 'er', 'est', 'ly' to form new words</li> <li>Compound words: superman, whiteboard.</li> <li><b>Introduce the term adverb, phrase and pronoun.</b></li> </ul>	<ul style="list-style-type: none"> <li>Use a range of prefixes: i.e. 'super', 'anti', 'auto'.</li> <li>Use of 'a' or 'an' before a noun.</li> <li>Word families: i.e. 'solve', 'solution', 'solver' etc</li> <li><b>Introduce the term preposition.</b></li> </ul>	<ul style="list-style-type: none"> <li>Use of plural and possessive: 's'.</li> <li>Use of Standard English forms: i.e. 'we were', versus 'we was', 'I did' versus, 'I done'.</li> <li><b>Introduce the term determiner.</b></li> </ul>	<ul style="list-style-type: none"> <li>Use of suffixes to convert nouns or adjectives into verbs: i.e. 'ate', 'ise', 'ify'.</li> <li>Prefixes: 'dis', 'de', 'mis', 'over', and 're'.</li> </ul>	<ul style="list-style-type: none"> <li>Use formal vocabulary: (WOW Words).</li> <li>Use of synonyms and antonyms.</li> </ul>
Sentence	<ul style="list-style-type: none"> <li>Words combined to make sentences.</li> <li>Use of the joining word 'and' to join words and clauses.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of joining words to connect clauses in sentences.</li> <li>Use of expanded noun phrases to give more detail.</li> <li>Different forms of sentences: command, question etc</li> </ul>	<ul style="list-style-type: none"> <li>Use of conjunctions, adverbs and prepositions to express time, place and cause.</li> <li>Use of fronted adverbials to extend simple sentences.</li> <li><b>Replace nouns with pronouns to avoid repetition.</b></li> </ul>	<ul style="list-style-type: none"> <li>Include adjectives, nouns and prepositions to further expand noun phrases.</li> <li><b>Introduction to clauses; compound sentences and complex sentences.</b></li> <li><b>Use of both reported and direct speech in some writing.</b></li> </ul>	<ul style="list-style-type: none"> <li>Use of relative pronouns: who, which etc.</li> <li>Use of relative clauses.</li> <li>Use of modal verbs and adverbs to show degrees of possibility.</li> </ul>	<ul style="list-style-type: none"> <li>Use of passive verbs to affect the presentation of information within a sentence.</li> <li>Use vocab and structures appropriate to formal speech and writing.</li> </ul>
Text	<ul style="list-style-type: none"> <li>Sequence sentences to form short narratives.</li> </ul>	<ul style="list-style-type: none"> <li>Correct use of present and past tense within writing.</li> <li>Use of progressive forms of verbs.</li> </ul>	<ul style="list-style-type: none"> <li>Introduction of paragraphs.</li> <li>Use of headings and sub-headings.</li> <li>Use of present perfect forms of verbs.</li> </ul>	<ul style="list-style-type: none"> <li>Use of paragraphs to organise ideas around a theme.</li> <li>Correct use of pronouns or nouns.</li> </ul>	<ul style="list-style-type: none"> <li>Build cohesion within a paragraph.</li> <li>Link ideas across paragraphs through use of adverbials.</li> </ul>	<ul style="list-style-type: none"> <li>Link ideas across paragraphs using a wider range of cohesive devices.</li> <li>Use of layout devices.</li> </ul>
Punctuation	<ul style="list-style-type: none"> <li>Finger spaces</li> <li>Use of capital letters and full stops.</li> <li>Introduction to question marks and exclamation marks.</li> </ul>	<ul style="list-style-type: none"> <li>Use of capital letters and full stops.</li> <li>Use of exclamation and question marks.</li> <li>Use of commas in lists.</li> <li>Use of apostrophes for contractions.</li> <li>Use of possessive apostrophe for singular nouns.</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to inverted commas to punctuate direct speech.</li> <li>Use of commas after fronted adverbials.</li> </ul>	<ul style="list-style-type: none"> <li>More specific and accurate punctuation within speech sentences.</li> <li>Use of possessive apostrophes to mark plural possession.</li> </ul>	<ul style="list-style-type: none"> <li>Use of brackets, dashes or commas to show extra information within sentences.</li> <li>Use of commas to clarify meaning and avoid ambiguity.</li> <li>Use of semi-colon to separate 2 main clauses within a compound sentence.</li> </ul>	<ul style="list-style-type: none"> <li>Use of semi-colon, colon and dash to separate main clauses within sentences.</li> <li>Use of colon to introduce a list and semi-colons within lists.</li> <li>Use of hyphens to avoid ambiguity.</li> </ul>

\*Please note that statements in green have been added to provide further guidance and are not taken directly from the new programmes of study.

## Viewley Hill Academy English Curriculum - Progression in Writing Composition

Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Planning & Preparation.	<ul style="list-style-type: none"> <li>Learn to say aloud what they are going to write about.</li> <li>Understand that words can be joined together to make sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and plan ideas.</li> <li>Write down key words &amp; new vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Learn about structure, grammar and vocab of different text types through modelling and discussion.</li> <li>Record ideas in different ways.</li> <li>Organise ideas into paragraphs to group-related materials together.</li> </ul>	<ul style="list-style-type: none"> <li>Learn about structure, grammar and vocab of different text types through modelling and discussion.</li> <li>Record ideas in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the audience and purpose of different types or writing.</li> <li>Use other similar writing as models for their own.</li> <li>Develop note-taking and research skills.</li> <li>Study different authorial techniques to set characters and settings.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the audience and purpose of different types for writing.</li> <li>Use other similar writing as models for their own.</li> <li>Develop note-taking and research skills.</li> <li>Study different authorial techniques to set characters and settings.</li> </ul>
Drafting & Writing	<ul style="list-style-type: none"> <li>Composing sentences orally before writing.</li> <li>Sequencing sentences to form short narratives.</li> </ul>	<ul style="list-style-type: none"> <li>Compose and rehearse sentences orally.</li> <li>Write narratives about personal experiences and those of others.</li> <li>Write about real events.</li> <li>Write for different purposes.</li> </ul>	<ul style="list-style-type: none"> <li>Compose and rehearse sentences orally, including dialogue.</li> <li>Develop new vocabulary and use it in own writing.</li> <li>Include paragraphs in writing.</li> <li>Create characters, setting and plot in narratives.</li> <li>Use simple organisational devices such as headings/sub-headings, in non-narrative.</li> </ul>	<ul style="list-style-type: none"> <li>Compose and rehearse sentences orally, including dialogue.</li> <li>Develop new vocabulary and use it in own writing.</li> <li>Include paragraphs in writing.</li> <li>Create characters, setting and plot in narratives.</li> <li>Use simple organisational devices such as headings/sub-headings, in non-narrative.</li> </ul>	<ul style="list-style-type: none"> <li>Select appropriate grammar and vocabulary for purpose and audience.</li> <li>Describe settings, characters and atmosphere.</li> <li>Move plot forward through dialogue, action and description.</li> <li>Précising longer passages.</li> </ul>	<ul style="list-style-type: none"> <li>Select appropriate grammar and vocabulary for purpose and audience.</li> <li>Describe settings, characters and atmosphere.</li> <li>Move plot forward through dialogue, action and description.</li> <li>Précising longer passages.</li> <li>Use a range of devices to build cohesion within and across paragraphs.</li> <li>Use further presentational and organisational devices.</li> </ul>
Editing & Evaluating	<ul style="list-style-type: none"> <li>Re-reading what they have read to make sure it makes sense.</li> <li>Discuss writing.</li> <li>Read writing aloud clearly.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate writing with others.</li> <li>Re-read writing for sense.</li> <li>Proof-read to check for punctuation, spelling or grammatical errors.</li> <li>Read writing aloud clearly and with expression.</li> </ul>	<ul style="list-style-type: none"> <li>Assess effectiveness of own writing and that of others'.</li> <li>Proof-read to check for punctuation, spelling or grammatical errors.</li> <li>Read writing with appropriate intonation to make meaning clear.</li> </ul>	<ul style="list-style-type: none"> <li>Assess effectiveness of own writing and that of others': proposing changes to grammar and vocabulary.</li> <li>Proof-read to check for punctuation, spelling or grammatical errors.</li> <li>Read writing with appropriate intonation to make meaning clear.</li> </ul>	<ul style="list-style-type: none"> <li>Assess effectiveness of own writing and that of others': proposing changes to grammar and vocabulary to enhance effect and clarify meaning.</li> <li>Ensure consistent and correct use of tense.</li> <li>Ensure correct subject/verb agreement, distinguishing between spoken and written language.</li> <li>Proof-read to check for punctuation, spelling or grammatical errors.</li> </ul>	<ul style="list-style-type: none"> <li>Assess effectiveness of own writing and that of others': proposing changes to grammar and vocabulary to enhance effect and clarify meaning.</li> <li>Ensure consistent and correct use of tense.</li> <li>Ensure correct subject/verb agreement, distinguishing between spoken and written language.</li> <li>Proof-read to check for punctuation, spelling or grammatical errors.</li> </ul>

# Viewley Hill Academy English Curriculum-Transcription: Spelling and Phonics Guidance.

Strand	Year 1	Year 2	Year 3 & Year 4	Year 5 & Year 6
Spelling and Phonics Guidance	<ul style="list-style-type: none"> <li>f/l/s/z/k</li> <li>ff/ll/ss/zz/ck</li> <li>n before k</li> <li>syllabification</li> <li>-tch</li> <li>-v/-ve at the end of words</li> <li>-s /es endings to plurals</li> <li>-ing -ed -er endings</li> <li>-er -est</li> <li><u>vowel digraphs and trigraphs:</u></li> <li>ai,oi,ay,oy,a-e,e-e,i-e,o-e,u-e, ar,ee,ea, er,ir,ur, oo,oa,oe,ou,ow,ue,ew,ie,igh,or,ore, aw,au, air, ear, are,</li> <li>words ending -y</li> <li>new consonant spellings ph -wh</li> <li>prefix un</li> <li>compound words e.g. football</li> <li>common exception words e.g. the, do.</li> </ul>	<ul style="list-style-type: none"> <li>-ge -dge at the end of words.</li> <li>variations of g in words.</li> <li>s sound spelt as c before e i y e.g. ice.</li> <li>n sound at the beginning of words spelt kn e.g. knock less often gn – gnaw.</li> <li>r sound spelt wr at the beginning of words e.g. write.</li> <li>l sound spelt -le and -el -al -il at the end of words e.g. .apple camel petal fossil.</li> <li>ai sound spelt y at the end of words e.g. July.</li> <li>add -es to nouns and verbs ending in -y e.g. babies.</li> <li>add -ed -ing -er -est to a root word ending y with a consonant before e.g. happier happiest.</li> <li>add -ed -ing -er -est to a root word ending e with a consonant before e.g. hiking hiked.</li> <li>add -ed -ing -er -est -y to words with one syllable ending in a single consonant after a single vowel e.g. humming &amp; hummed.</li> <li>or sound spelt before l and ll e.g. always ball.</li> <li>o sound as in other, mother, Monday.</li> <li>ey sound as in key.</li> <li>a as o sound as in want watch squash.</li> <li>o sound following a w as in world word work.</li> <li>a after a w as in war, warm, towards.</li> <li>s as in treasure, television, usual.</li> <li>suffixes - ment -less -ful -less -ly.</li> <li>apostrophe of contraction e.g. can't, didn't, it's.</li> <li>possessive apostrophe for singular nouns e.g. Megan's the girl's.</li> <li>words ending in -tion e.g. station, fiction.</li> <li>homophones and near homophones.</li> <li>common exception words.</li> </ul>	<ul style="list-style-type: none"> <li>add suffixes beginning with vowels to words of more than one syllable e.g. forgetting beginner limited.</li> <li>the i sound represented as y other than at the end of words e.g. myth.</li> <li>the u sound spelt ou e.g. touch.</li> <li>additional prefixes:</li> <li>dis, mis, un, in, il, im, ir, re, sub, inter, super, anti, auto.</li> <li>suffixes: -ation, ly.</li> <li>words ending in -ure or -sure.</li> <li>words that end in -sion.</li> <li>words that end in -ous.</li> <li>endings which 'sound like' sion - cian, tion, sion, ssion.</li> <li>words with the k sound spelt 'ch'- character, echo (Greek in origin).</li> <li>sh sound spelt 'ch' e.g. chef brochure (French in origin).</li> <li>words ending with 'g' sound spelt - gue e.g. league.</li> <li>k sound spelt 'que' e.g. unique.</li> <li>s sound spelt 'sc/ce' e.g. science.</li> <li>ei sound spelt ei, eigh, ey e.g. vein, weigh, they.</li> <li>possessive apostrophe with plural words.</li> <li>homophones and near homophones.</li> </ul>	<ul style="list-style-type: none"> <li>-tious or cious endings e.g. vicious infectious.</li> <li>-cial -tial endings e.g. official essential.</li> <li>-words ending in -ant, ance, ent, ence, ancy, ency e.g. observant, hesitant, tolerance, innocence, frequency.</li> <li>words ending in -able and -ible - ably - ibly e.g. adorable adorably considerable considerably.</li> <li>add suffixes beginning with vowels to words ending in -fer e.g. referring transferred.</li> <li>use of the hyphen to join a prefix to a root word if the prefix ends in a vowel e.g. co-operate and re-enter.</li> <li>words with 'e' sound spelt ei after c e.g. deceive ceiling (plus exceptions to the rule).</li> <li>words containing the letter string -ough (which can have many sound variations) e.g. dough through ought plough rough.</li> <li>silent letters e.g. doubt knight island lamb solemn thistle.</li> <li>homophones and other words often confused (see appendix 1 for examples).</li> </ul>



- Read words with very common suffixes.
- Read contractions and understand purpose.

- Match graphemes to all phonemes.
- Read phonic books aloud.
- Read accurately by blending sounds.

- Discuss significance of title and events.
- Make simple predictions.

- Link reading to own experiences.
- Join in with predictable phrases.

- Listen and respond appropriately.
- Ask relevant questions.
- Maintain attention and participate.

**English**  
**Headlines**  
**Y1**

- Begin to use basic punctuation .?!.
- Leave spaces between words.
- Use capital letters for proper nouns.
- Use common plural and verb suffixes.

- Name letters of the alphabet.
- Spell very common exception 'tricky' words.
- Spell days of the week.
- Use common prefixes and suffixes.

- Form lower case letters correctly.
- Form capital letters and digits correctly.

- Compose sentences orally before writing.

- Read own writing to peers or teachers.







- Secure decoding of unfamiliar words.

- Retell some stories orally.
- Discuss words and phrases that capture the imagination.

- Identify and summarise ideas.
  - Identify themes and conventions.
  - Retrieve and record information.
- Make inferences and justify predictions.

- Read for a range of purposes - recognise a variety of forms of poetry.

- Articulate and justify opinions.
- Speak audibly in standard English.
- Gain, maintain and monitor interest of listeners.

**English**  
**Headlines**  
**Y4**

- Use a wider range of conjunctions/connectives.
- Know the language of clauses.
- Use perfect tense appropriately.
- Select pronouns and nouns for clarity.
- Use and punctuate direct speech.
  - Use commas after fronted adverbials.

- Correctly spell common homophones.

- Increase regularity of handwriting.

- Plan writing based on familiar forms.
- Organise writing into paragraphs.
- Use simple organisational devices.

- Proof read for spelling and punctuation errors.
- Evaluate own and others' writing.
- Read own writing aloud.

- Apply knowledge of morphology and etymology when reading new words.

- Draw inference and make predictions.
- Retrieve and present information from non-fiction texts.

- Identify and discuss themes.
- Discuss authors' use of language.
- Form presentations and debates.

- Read and discuss a broad range of genres and texts.
- Make recommendations to others.
- Learn poetry by heart.

- Give well structured explanations.
- Command of standard English.
- Consider and evaluate different viewpoints.
- Use appropriate register.

**English**  
**Headlines**  
**Y5**

- Use expanded noun phrases.
- Use modal and passive verbs.
- Use relative clauses.
- Use commas for clauses.
- Use brackets, dashes and commas for parenthesis.

- Secure spelling in homophones, prefixes and silent letters.
- Use a thesaurus
- use legible and fluent handwriting.

- Develop character, setting and atmosphere in narrative
- Use organisational and presentational features.
- Use consistent appropriate tense.

- Plan writing to suit audience and purpose.

- Proof read.
- Perform own compositions.





**Text Types****Revise:** **Recount:** (real-life experiences).**Introduce:** **Recount:** Own experiences & linked to book characters/topic etc).**Narrative:** retelling known stories.**Instructions/ Fact Files** (concentrate on writing rather than presentation)**Simple poems/stories with repetitive language.****Rhymes linked to phonics.****Reading and Layout of Information Texts (not writing).****Key Features:****Narrative:** Use of past tense; simple beginning, middle and end; use of characters and setting; application of sentence types: simple, descriptive and conjunction sentences.**Instructions:** Sequential order & words; use of simple and conjunction sentences; use of command verb: (entry Year 2).**Recount:** Use of pronoun 'I'; past tense verbs; chronological order; application of sentence types: simple, descriptive and conjunction sentences.

<i>Spelling and Phonics</i>	<i>Writing Composition</i>	<i>Sentence Types</i>	<i>Grammar</i>	<i>Handwriting</i>
<ul style="list-style-type: none"> <li>To be secure up to phase three of the letters and sounds document.</li> <li>To be working within phase 4 &amp; 5 of the Letters and Sounds document (excluding alternative pronunciations).</li> <li>To be able to read cvc, cvcc, ccv, ccvc, ccvcc and ccvcc monosyllabic words.</li> <li>To be able to spell 'tricky' words (Phase three) e.g. the, to, I, no, go (Phase 4) e.g. he, she, we, me, be, was, my, you, her, they, all, are.</li> <li>To name the letters of the alphabet: in random order and alphabetical order.</li> <li>To use the spelling rule for adding suffixes <i>-s</i> or <i>-es</i> as the plural marker for nouns and the third person singular marker for verbs.</li> <li>To use the prefix <i>un-</i> <i>-ing</i>, <i>-ed</i>, <i>-er</i> and <i>-est</i> where no change is needed in the spelling of root words.</li> <li>To write from memory simple sentences dictated by the</li> </ul>	<ul style="list-style-type: none"> <li>Learn to write sentences through:               <ol style="list-style-type: none"> <li>Understanding that words can be joined together to make sentences.</li> <li>Saying aloud what they are going to write about.</li> <li>Composing a sentence orally before writing it.</li> <li>Sequencing sentences to form short narratives.</li> <li>Re-reading what they have written to make sure that it makes sense.</li> <li>Discussing what they have written with the teacher or other pupils.</li> <li>Reading aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>Learn to write and then apply the following sentences types:               <ol style="list-style-type: none"> <li><b>Simple sentence:</b> The man walked his dog.</li> <li><b>Short descriptive sentence:</b> The old man walked his black dog.</li> <li><b>Conjunction sentence:</b> The man walked his dog and fed his cat. (Compound sentences with <b>and</b>, <b>so</b>, <b>but</b>)(Complex with <b>because</b>)</li> <li><b>Simple noun phrase sentence:</b> The tired, old man walked his dog: (entry Year 2).</li> <li><b>Question Sentence:</b> Why did the old man walk his dog? (entry Year 2)</li> <li><b>Exclamation Sentence:</b> What big ears you have got Grandma!</li> <li><b>Command Sentence:</b> Touch your toes.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>Pupils should be taught to:               <ol style="list-style-type: none"> <li>Leave spaces between words;</li> <li>Use capital letters for the names of people, places, the days of the week and the pronoun, 'I'.</li> <li>Understand the words: noun (as an object or naming word), verb (as a doing or happening word), adjectives (words used to describe nouns).</li> <li>Join words and sentences using <i>and</i>, <i>so</i>, <i>but</i> and <i>because</i>.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>All lowercase letters should start from the line and be taught in a cursive font.</li> <li>Teach letter formation using 'shape' families: <b>long ladder</b> letters l i j t u <b>one-armed robot</b> letters r b h k m n p K should be taught with a loop. <b>curly caterpillar</b> letters c a d e g o q f s F should be taught with an ascending loop and a descending loop. <b>zigzag</b> letters z, v, w, x,</li> </ul>
		<i>Punctuation</i>	<i>Key Vocabulary</i>	
		<ul style="list-style-type: none"> <li>Begin to punctuate sentences using a capital letter and a full stop.</li> <li>Begin to punctuate sentences using question marks and exclamation marks.</li> <li>Begin to use capital letters for names and the possessive pronoun 'I'.</li> </ul>	<ul style="list-style-type: none"> <li>Letter</li> <li>Capital letter</li> <li>Sentence</li> <li>Word</li> <li>Singular</li> <li>Plural</li> <li>Punctuation</li> </ul>	<ul style="list-style-type: none"> <li>Full stop</li> <li>Question mark</li> <li>Exclamation mark</li> <li>Noun</li> <li>Verb</li> <li>Adjective</li> </ul>
			<i>Speaking &amp; Listening</i>	
				<ul style="list-style-type: none"> <li>To sit correctly at a table, holding a pencil comfortably and correctly.</li> <li>To be able to form capital letters.</li> <li>To form digits 0-9 correctly.</li> </ul>

<p>teacher; that include words taught so far.</p> <ul style="list-style-type: none"> <li>• To read the days of the week.</li> </ul>			<ul style="list-style-type: none"> <li>• Speak audibly and fluently with an increasing command of Standard English.</li> <li>• use relevant strategies to build their vocabulary</li> <li>• listen and respond appropriately to adults and their peers.</li> <li>• ask relevant questions to extend their understanding and knowledge.</li> <li>• Participate in role-play and discussion.</li> </ul>	
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**Text Types**

**Revise: Retelling familiar narratives; writing simple narratives based on personal experiences; instructions; recount (own experience/linked to book characters, topic)**

**Introduce: Narrative: based on experiences of others/ writing an ending to a familiar story.**

**Information texts: writing of simple reports with non-chronological structure and simple subheadings.**

**Simple forms of poetry: Acrostics and Kennings**

**Biography of a familiar character**

**Diary (can be fact or fiction)**

**Exposure to letters as a genre**

**Instructions for others to follow: playing a playground game (use of imperative verb)**

**Key Features:**

**Narrative:** Use of past tense; simple beginning, middle and end; use of characters and setting; sentence type application: simple, descriptive, conjunction and some use of speech sentences;

**Instructions:** Sequential order & words; use of simple and conjunction sentences; use of command/imperative verbs; simple title 'How to....'

**Recount:** Use of pronoun 'I'; past tense verbs; chronological order; use of simple, descriptive and conjunction sentences.

**Information texts:** Factual, past tense, headings/subheadings/topic words (tech lang), use of bullet points.

**Writing Composition**

- Learn to write sentences through:
  1. Composing individual sentences orally and then writing them down: (Year 1)
- Pupils should learn to:
- Consider what they are going to write before beginning by:
  1. Planning or discussion.
  2. Writing down ideas and/or key words, including new vocabulary.
  3. Encapsulating what they want to say, sentence by sentence.
- Pupils should be taught to:
- Develop positive attitudes towards and stamina for writing by:
  1. Writing narratives about personal experiences and those of others.
  2. Writing about real events.
  3. Writing for different purposes.
- Pupils should be taught to:
- Make simple additions, revisions and corrections to writing by:
  1. Evaluating their writing with the teacher and other pupils.
  2. Re-reading to check that their writing make sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form: (something happening or not happening now).
  3. Proof-reading to check for errors in spelling, grammar or punctuation.
  4. Read aloud what they have written with appropriate intonation to make the meaning clear.

**Sentence Types**

1. Revise the following sentence types:
  2. **Simple sentence:** The man walked his dog.
  3. **Short descriptive sentence:** The old man walked his black dog.
  4. **Co ordinate Conjunction sentence:** The man walked his dog and fed his cat. (Compound sentences with **and, so, but, or**) (Complex sentences using **because**)
  5. **Simple noun phrase sentence:** The tired, old man walked his dog: (entry Year 2).
  6. **Question Sentence:** Why did the old man walk his dog? (entry Year 2)
  7. **List Sentence:** The lovely, gentle girl picked up the tiny, scared bird.
  8. **Command Sentence:** Touch your toes.
  9. **Exclamation Sentence:** What a great day!
- Learn to write and then apply the following sentence types:
10. **Question Sentence:** Why did the old man walk his dog? (entry Year 2)
  11. **Fronted Adverbial Sentence (For Time):** Next the old man walked his dog.
  12. **Speech Sentence:** "Why are you walking so slowly?" said the old man.(entry Year 3)
  13. **Exclamation Sentence:** What a great day!
  14. **List Sentence:** The lovely, gentle girl picked up

**Grammar**

- Pupils should be taught to:
- 1. Recognise and begin to use sentences with different forms: statement, question, exclamation or command.
- 2. Use expanded noun phrases to describe and specify: give more detail to a noun.
- 3. Use a range of conjunctions/connectives to extend sentences: e.g. (when, if, that, because) or (and, or, but).
- 4. Use some features of written Standard English; encourage the use of written Standard English and correct mis-use.
- 5. Use and understand the words: noun (as an object or naming word); verb (as a doing or happening word); adjective (words used to describe nouns); phrase (small group of words used to add meaning or interest); adverb (words used to describe verbs); pronoun (words that replace nouns).
- 6. Use correct choice and consistent use of present and past tense in writing.
- 7. Use progressive forms of verbs to show when an action is in progress: e.g. He is swimming. They are winning. This could be referred to as a 'verb phrase: 'is swimming'; some tenses require only a verb: 'he swims' others require a verb phrase.

Phonics and spelling	Punctuation	Key Vocabulary	
<ul style="list-style-type: none"> <li>Pupils should continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</li> <li>To be secure with phase 5 &amp; 6 of the letters and sounds document, especially recognising alternative sounds for graphemes.</li> <li>Read accurately words of two or more syllables that contain the same GPCs as above.</li> <li>Read words containing common suffixes.</li> <li>Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word.</li> <li>Read most words quickly and accurately when they have been frequently encountered without overt sounding and blending.</li> <li>Pupils should be shown syllable boundaries and how to read each syllable separately before they combine them to read the word.</li> <li>Pupils should be taught how to read suffixes by building on the root words that they have already learnt. The whole suffix should be taught as well as the letters that make it up.</li> <li>Pupils should be taught to write from memory simple sentences dictated by the teacher that include words/punctuation taught so far.</li> <li>Misspellings of words that pupils have been taught should be corrected.</li> <li>Adding –es to nouns and verbs ending in consonant-letter–<b>y</b> The <b>y</b> is changed to <b>i</b> before –es is added.</li> <li>Segmenting words into phonemes and representing these by graphemes, spelling many correctly.</li> <li>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.</li> <li>Learning to spell common exception words.</li> <li>Distinguishing between homophones and near-homophones.</li> <li>Add suffixes to spell longer words, e.g. –ment, –ness, –ful and –less</li> <li>Adding –ed, –ing, –er and –est to root words ending in consonant-letter–y.</li> <li>Adding the endings –ing, –ed, –er, –est and –y to words ending in vowel-letter–consonant-letter–e.</li> </ul> <p>Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter.</p>	<ul style="list-style-type: none"> <li>Use of familiar punctuation: capital letters and full stops;</li> <li>Use of exclamation marks, question marks, commas for lists (inc in between adjectives in simple noun phrase sentences)</li> <li>Use of apostrophes for contractions: it is = it's/did not = didn't etc</li> <li>The possessive apostrophe (singular nouns)</li> <li>Use of inverted commas to punctuate speech: (entry Year 3).</li> </ul>	<ul style="list-style-type: none"> <li>Sentence</li> <li>Singular</li> <li>Plural</li> <li>Punctuation</li> <li>Question mark</li> <li>Exclamation mark</li> <li>Apostrophe</li> <li>Comma</li> <li>Noun</li> <li>Conjunction/connective</li> </ul>	<ul style="list-style-type: none"> <li>Verb</li> <li>Adjective</li> <li>Adverb</li> <li>Phrase</li> <li>Noun phrase</li> <li>Statement</li> <li>Question</li> <li>Command</li> <li>Tense (past &amp; present).</li> <li>Verb phrase</li> </ul>
	<b>Handwriting</b> <ul style="list-style-type: none"> <li>Pupils should revise and practise correct letter formation frequently.</li> <li>They should be taught forming individual letters securely with the correct orientation inclusive of entry and exit strokes establishing good handwriting habits from the beginning.</li> <li>Pupils should be taught to write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</li> <li>Use spacing between words that reflects the size of the letters.</li> </ul> <p>Pupils should be taught to write with a joined style as soon as they can and to begin joining through teaching all GPCs from phase 3-6 as joined letters within words.</p>	<b>Speaking &amp; Listening</b> <ul style="list-style-type: none"> <li>Speak audibly and fluently with an increasing command of Standard English.</li> <li>Use relevant strategies to build their vocabulary.</li> <li>Listen and respond appropriately to adults and their peers.</li> <li>Ask relevant questions to extend their understanding and knowledge.</li> </ul> <p>Participate in role-play and discussion.</p>	

**Text Types****Revise: Information texts****Simple forms of poetry****Recount: writing about real events****Instructions****Introduce:****Structure of a story using Story Mountain****Longer narrative: creating settings, characters and developing plot (myths and legends.)****Character profiles.****Poetry- similes, metaphors, idioms.****Poetry- looking at the work of one particular poet.****Recount- autobiography****Non-Fiction- Historical reports: (chronological)****Non-Chronological reports: (as Y2 but using more detail)****Play scripts: (reading of).****Key Features:****Narrative:** Use of past tense; beginning, middle and end; use of characters and setting; application of sentence types: simple, descriptive, conjunction and some use of speech sentences; use of extra information sentences, list sentences.**Instructions:** Sequential order & words; use of simple and conjunction sentences; use of command verb; simple title 'How to....'**Recount:** Use of pronoun 'I'; past tense verbs; chronological order; opening statement to orientate reader; closing statement; application of sentence types: use of simple, descriptive and conjunction sentences.**Information texts:** Factual, past tense, headings/subheadings/topic words (tech lang). Use of BOYS sentences, extra information sentences.**Play scripts:** present tense; 1<sup>st</sup> person; stage directions; use of colon; speaker's name before lines.**Writing Composition**

- Pupils should be taught to plan their writing by:
  - Having writing modelled and discussing it, in order for them to understand and learn about the structure, grammar and vocabulary of different forms of writing.
  - Discussing and recording their ideas in different ways.
- Pupils should be taught to 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 writing into paragraphs in order to group related material.
  - In narratives, creating settings, characters and plot.
  - In non-narrative, using simple organisational devices such as headings/subheadings.
- Pupils should be taught to evaluate and edit by:
  - Assessing the effectiveness of their own writing and

**Sentence Types**

- Revise the following sentence types:
  - Question Sentence:** Why did the old man walk his dog?
  - Fronted Adverbial Sentence (of Time):** Next the old man walked his dog.
  - Speech Sentence:** "Why are you walking so slowly?" said the old man.
  - List Sentence:** The lovely, gentle girl picked up the tiny, scared bird.
  - Co-ordinate Conjunction Sentence (boys):** (but, or, yet, so): The old man walked his dog, so he could get some fresh air.
- Learn to write and then apply the following sentence types:
- Subordinate Conjunction sentence:** (Use of the words 'when, if, that, because' for a complex sentence)
  - Co-ordinate Conjunction Sentence (boys):**

**Grammar**

- Pupils should be taught to:
  - Use conjunctions/connectives (when, before after etc), adverbs (soon, therefore) and prepositions (during, in etc), to express time, place and cause within sentences.
  - Use expanded noun phrases to describe and specify: give more detail to a noun: list sentences.
  - Use features of written and spoken Standard English.
  - Use fronted adverbials: used at the beginning of a sentence to give detail about, when or how: *Later that day...., Slowly...., With a smile on her face,...Anxiously*
  - Extend the range of sentences with more than one clause by using a wider range of conjunctions (for example, BOYS sentences)..
  - Use of the present perfect form of verbs instead of the simple past. *He went out to play. (simple past) He has gone out to play. (Use of auxiliary verb before main verb). This could be referred to as a 'verb phrase' e.g. 'has gone out'.*
  - Use and understand the words: noun (as an object or

<p>others' writing and suggesting improvements.</p> <p>2. Proof-reading for spelling, grammar and punctuation errors.</p> <p>3. Reading aloud their own writing, to a group or the whole class with appropriate intonation to make meaning clear.</p>	<p>(but, or, yet, so): The old man walked his dog, so he could get some fresh air.</p> <p>3. <b>Simile Sentence:</b> The air was as still as a statue, as the old man walked his dog.</p> <p>4. <b>Expanded noun phrase:</b> The old man with the grey, straggly hair walked his dog. (Entry Year 4)</p> <p>5. <b>Embedded Clause Sentence:</b> The old man, who was tired and grumpy, walked his dog. (Entry Year 4)</p> <p>6. <b>Fronted Adverbial Sentence (of Manner):</b> Anxiously, Laura stared at the stony floor below.</p> <p>7. <b>Double ly sentences:</b> He swam slowly and cautiously. Joyfully and purposefully, they hurried along.</p>	<p>naming word); verb (as a doing or happening word); adjective (words used to describe nouns); phrase (small group of words used to add meaning or interest); adverb (words used to add meaning to adjectives or verbs: when, where or how), preposition (a word used with a noun or pronoun to show direction, location or time).</p>	
<b>Phonics and Spelling</b>	<b>Punctuation</b>	<b>Key Vocabulary</b>	
<p>Please see POS Appendix 1 for further exemplification materials for spelling.</p> <ul style="list-style-type: none"> <li>Use further prefixes and suffixes and understand how to add them (see Appendix 1).</li> <li>Understand how to place the apostrophe in words with regular plurals.</li> <li>Spell common homophones and near homophones, see/sea, won/one.</li> <li>Use a dictionary to check a spelling.</li> <li>Add suffixes beginning with vowels to words of more than one syllable e.g. forgetting, beginner, limited.</li> <li>The 'i' sound represented as 'y' other than at the end of words, e.g. myth, hymn.</li> <li>The 'u' sound spelt 'ou' e.g. touch.</li> <li>Additional prefixes: dis, mis, un, in, ill, im, ir, re, super, anti, auto.</li> <li>Suffix, -ly.</li> <li>Words ending in -ure, -sure.</li> <li>Words ending in -sion.</li> </ul>	<p>As Year 2:</p> <ul style="list-style-type: none"> <li>Use of familiar punctuation: capital letters and full stops;</li> <li>Use of exclamation marks, questions marks, commas for lists (inc in between adjectives in noun phrases);</li> <li>Use of apostrophes for contractions: it is = it's/did not = didn't etc</li> <li>The possessive apostrophe (singular nouns)</li> </ul> <p>Year 3:</p> <ul style="list-style-type: none"> <li>Become more accurate in use of inverted commas to punctuate speech.</li> <li>The possessive apostrophe (singular and plural nouns).</li> <li>Use of commas for lists and within List, BOYS and Extra Information Sentences. (Entry Year 4).</li> <li>Use of commas after fronted adverbials, <i>During the night,...Below the table,... Slowly and calmly,...</i></li> </ul>	<ul style="list-style-type: none"> <li>Sentence</li> <li>Singular</li> <li>Plural</li> <li>Punctuation</li> <li>Question mark</li> <li>Exclamation mark</li> <li>Apostrophe</li> <li>Comma</li> <li>Noun</li> <li>Conjunction/connective</li> <li>Clause</li> <li>Subordinate Clause</li> <li>Direct speech</li> <li>Simile</li> <li>Adverbial phrase</li> </ul>	<ul style="list-style-type: none"> <li>Verb</li> <li>Adjective</li> <li>Adverb</li> <li>Phrase</li> <li>Noun phrase</li> <li>Statement</li> <li>Question</li> <li>Command</li> <li>Tense (past &amp; present).</li> <li>Preposition</li> <li>Prefix</li> <li>Inverted commas/speech marks</li> <li>Verb phrase</li> </ul>
	<b>Handwriting</b>	<b>Speaking &amp; Listening</b>	

<ul style="list-style-type: none"> <li>• Words ending in –us.</li> <li>• Variations of the ‘ei; sound, ei, eigh, ey, e.g. vein, weigh, they.</li> <li>• Word families i.e. solve, solution, solver.</li> <li>• Write from memory simple sentences as dictated by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Use diagonal and horizontal strokes to join letters.</li> <li>• Know that capitals are unjoined.</li> <li>• Increase legibility and consistency of handwriting.</li> <li>• Lines of writing spaced sufficiently.</li> <li>• Ascenders and descenders do not touch.</li> </ul>	<ul style="list-style-type: none"> <li>• Speak audibly and fluently with an increasing command of Standard English.</li> <li>• Begin to select and use appropriate registers for effective communication.</li> <li>• Begin to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</li> <li>• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</li> </ul>
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**Text Types****Revise:**

**Longer narratives: creating settings, characters and developing plot. Revise story mountains and story structure.**

**Writing character profiles.**

**Information texts: Using a wider range of organisational, presentational devices & technical language.**

**Reading and writing poetry for pleasure.**

**Introduce:**

**Plays scripts- identify features and the writing of.**

**Newspapers: to recount real and imaginary events (simple structure).**

**Persuasive texts: writing, leaflets, posters and slogans.**

**Explanations**

**Narrative- fantasy/ narrative quests.**

**Key Features:**

**Narrative:** Use of past tense; beginning, middle and end; use of characters and setting; application of a range of different appropriate sentence types

**Instructions:** Sequential order & words; use of simple and conjunction sentences; use of command verb; simple title 'How to....'

**Recount (Newspapers):** Chronological order; introduction: answer the W questions; head-line and bi-line; use of reported and direct speech; past tense; 3<sup>rd</sup> person; concluding statement or paragraph.

**Information texts:** Factual, past tense, headings/subheadings/topic words (tech lang); use of BOYS sentences, extra information sentences.

**Play scripts:** present tense; 1<sup>st</sup> person; stage directions; use of colon; speaker's name before lines.

**Persuasive texts:** emotive language; powerful language; present tense; use of rhetorical questions; conjunctions/connectives such as, this shows, however, because; use of statistics & quotes. (Adverts: eye-catching).

**Writing Composition**

- Pupils should be taught to plan their writing by:
  10. Having writing modelled and discussing it, in order for them to understand and learn about the structure, grammar and vocabulary of different forms of writing.
  11. Discussing and recording their ideas in different ways.
- Pupils should be taught to draft and write by:
  1. Composing and rehearsing sentences orally (including dialogue, progressively building a varied and rich vocabulary and an increasing range of sentence structures.
  2. Organising writing into paragraphs around a theme.
  3. In narratives, creating settings, characters and plot.
  4. In non-narrative, using simple organisational devices such as headings/subheadings.
- Pupils should be taught to evaluate and edit by:
  1. Assessing the effectiveness of their own writing and others' writing and suggesting improvements.
  2. Proposing changes to grammar and vocabulary to improve consistency, e.g. accurate use of pronouns in sentences.

**Sentence Types**

1. Revise the following sentence types:
2. **Compound Conjunctions Sentence:** (but, or, yet, so): The old man walked his dog, so he could get some fresh air.
3. **Subordinate Conjunction sentence** (Complex sentences with subordinate conjunctions although, after, if, while, since, though, when, which, until, because, than, that, unless
4. **Simile Sentence:** The air was as still as a statue, as the old man walked his dog.
5. **Expanded noun phrase:** The old man with the grey, straggly hair walked his dog. (Exit Year 3)
6. **Embedded Clause Sentence:** the old man, who was tired and grumpy, walked his dog, to the park. (Exit Year 3)
7. **Fronted Adverbial Sentence (of Manner):** Anxiously, Laura stared at

**Grammar**

- Pupils should be taught to:
  1. Choose nouns or pronouns appropriately for clarity and cohesion, to avoid ambiguity and repetition.
  2. Building on from Year 3: Use of adjectives, nouns and preposition phrases to expand noun phrases: i.e. *the teacher becomes: the strict maths teacher with the curly hair.*
  3. Building on from Year 3 (use of adverbials to extend sentences), write sentences that are made up of more than one clause. For example, children should be taught that a compound sentence is made up of 2 main clauses and a complex sentence is made up of a main clause and a subordinate clause.
  4. Use fronted adverbials: used at the beginning of a sentence to give detail about, when or how: *Later that day...., Slowly...., With a smile on her face,...Anxiously*
  5. Use a wider range of conjunctions/connectives to join clauses in compound or complex sentence e.g. *when, if, because, although.*
  6. Use of reported speech as well as direct speech.
  7. Use and understand the words: noun (as an object or naming word); verb (as a doing or happening word); adjective (words used to describe nouns); phrase (small group of words used



<p>3. Proof-reading for spelling, grammar and punctuation errors.</p> <p>4. Reading aloud their own writing, to a group or the whole class with appropriate intonation to make meaning clear.</p>	<p>the stony floor below.</p> <p>8. <b>Double ly sentences:</b> He swam slowly and cautiously. Joyfully and purposefully, they hurried along.</p> <p>9.</p> <p>Learn to write and then apply the following sentence types:</p> <p>10. <b>Ed (Emotion) Sentence:</b> Frightened, the man walked his dog.</p> <p>11. <b>Ing Sentence:</b> Crying, Stanley walked his dog.</p> <p>12. <b>Repeated Adjective Sentence:</b> He was a tired old man, tired of walking.</p> <p>13. <b>Short, sharp sentence:</b> He had been walking the dog for miles. Suddenly he stopped.</p> <p>14. <b>Fronted Adverbial Sentence (of place):</b> By the door, Jennifer watched the car leave that was taking her friend far away.</p>	<p>to add meaning or interest); adverb (words used to add meaning to adjectives or verbs: when, where or how), preposition (a word used with a noun or pronoun to show direction, location or time); pronoun: word that replaces the name of a living thing, place or object; determiner: words which come at the beginning of a noun phrase: <i>the, those, the, whose</i> etc.</p> <p>8. Understand and use the term clause and subordinate clause. (Main clause can make sense as a sentence by itself; subordinate clause needs main clause to make sense).</p>	
<b>Phonics and spelling</b>	<b>Punctuation</b>	<b>Key Vocabulary</b>	
<p>Please see POS Appendix 1 for further exemplification materials for spelling.</p> <ul style="list-style-type: none"> <li>Use further prefixes and suffixes and understand how to add them (see Appendix 1).</li> <li>Understand how to place the apostrophe in words with irregular plurals, e.g. children's.</li> <li>Continue to spell further homophones and near homophones, see/sea, won/one.</li> <li>Use a dictionary to check a spelling.</li> <li>Continue to add suffixes beginning with vowels to words of more than one syllable e.g. forgetting, beginner, limited.</li> <li>Additional prefixes, inter, sub.</li> <li>Words which end in sion, -cian, -tion, ssion.</li> <li>Words with the 'k; sound spelt ch, e.g. character, echo (Greek in origin).</li> <li>Words with 'sh' sound spelt ch, e.g. chef, brochure (French in origin).</li> </ul>	<p>As Year 3:</p> <ul style="list-style-type: none"> <li>Become more accurate in use of inverted commas to punctuate speech.</li> <li>Use of the possessive apostrophe (singular and plural nouns).</li> <li>Use of commas after fronted adverbials, <i>During the night,....Below the table,... Slowly and calmly,....</i></li> </ul> <p>Year 4:</p> <ul style="list-style-type: none"> <li>Use of more specific and accurate punctuation within speech sentences: comma after the reported clause, <i>The conductor shouted,</i> end punctuation within inverted commas, "Sit down!"</li> </ul>	<ul style="list-style-type: none"> <li>Sentence</li> <li>Singular</li> <li>Plural</li> <li>Punctuation</li> <li>Question mark</li> <li>Exclamation mark</li> <li>Apostrophe</li> <li>Comma</li> <li>Noun</li> <li>Conjunction</li> <li>Clause</li> <li>Subordinate Clause</li> <li>Direct speech</li> <li>Reported speech</li> <li>Compound sentence</li> <li>Complex sentence</li> </ul>	<ul style="list-style-type: none"> <li>Verb</li> <li>Adjective</li> <li>Adverb</li> <li>Phrase</li> <li>Noun phrase</li> <li>Statement</li> <li>Question</li> <li>Command</li> <li>Tense (past &amp; present).</li> <li>Pronoun</li> <li>Preposition</li> <li>Prefix</li> <li>Inverted commas/speech marks</li> <li>Determiner</li> <li>Simile</li> </ul>
	<b>Handwriting</b>	<b>Speaking &amp; Listening</b>	



<ul style="list-style-type: none"> <li>• 'g' sounds spelt 'gue' e.g. league.</li> <li>• 'k' sounds spelt que, e.g. unique.</li> <li>• 's' sounds spelt sce, e.g. sciences.</li> <li>• Use a dictionary to check a spelling.</li> <li>• Write from memory simple sentences as dictated by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Use diagonal and horizontal strokes to join letters.</li> <li>• Know that capitals are unjoined.</li> <li>• Increase legibility and consistency of handwriting.</li> <li>• Lines of writing spaced sufficiently.</li> <li>• Ascenders and descenders do not touch.</li> </ul>	<ul style="list-style-type: none"> <li>• Speak audibly and fluently with an increasing command of Standard English.</li> <li>• Begin to select and use appropriate registers for effective communication.</li> <li>• Begin to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</li> <li>• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</li> <li>• Begin to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</li> </ul>
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**Text Types**

**Revise:** Longer narratives: creating settings, characters and developing plot. Writing character profiles.  
**Information texts:** Using a wider range of organisational, presentational devices & technical language.  
**Newspapers:** to recount real and imaginary events.  
**Narrative-** story mountain.

**Introduce:**

**Balance of action, dialogue and description within narrative and creating atmosphere/mood.**  
**Persuasive texts (writing of), including argument.**  
 (speeches, debating, discursive writing)  
**Scientific reports-both chronological and non-chronological.**  
**Narrative-science fiction stories/ historical adventure/ adventure stories.**  
**Poetry- narrative poetry/ Haiku, Tanka, Cinquain.**

**Key Features:**

**Narrative:** Use of past tense; simple beginning, middle and end; use of characters and setting; use of a range of different sentence types; creating mood/atmosphere; balancing description, dialogue and action to move story forwards.

**Instructions:** Sequential order & words; use of simple and conjunction sentences; use of command verb; simple title 'How to....'

**Recount (newspapers):** Chronological order; introduction: answer the W questions; head-line and bi-line; use of reported and direct speech; past tense; 3<sup>rd</sup> person; concluding statement or paragraph.

**Information texts:** Factual; past tense; headings/subheadings; topic words (tech lang); use of BOYS sentences, extra information sentences, De:De sentences etc.

**Persuasive texts:** emotive language; powerful language; present tense; use of rhetorical questions; conjunctions/connectives such as, this shows, however, because; use of statistics & quotes. (Adverts: eye-catching); opening statement; arguments-often in the form of points plus elaboration.

**Writing Composition**

- Pupils should be taught to 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 expert authors have developed characters and setting.
- Pupils should be taught to draft and write by:
  - Selecting appropriate grammar and vocabulary, understanding how much choices can change and enhance meaning.
  - In narratives, describing settings, characters and atmosphere (mood) and moving the plot forwards through balance of dialogue, action and description;
  - Précising longer passages.
- Pupils should be taught to evaluate and edit by:
  - Assessing the effectiveness of their own and others' writing.
  - Ensuring the consistent and correct use of tense throughout a piece of writing.

**Sentence Types**

- Revise the following sentence types:
- Expanded noun phrase:** The old man with the grey, straggly hair walked his dog. (Exit Year 3)
- Embedded Clause Sentence:** The old man, who was tired and grumpy, walked his dog. (Exit Year 3)
- Ed Sentence:** Frightened, the man walked his dog.
- Ing Sentence:** Crying, Stanley walked his dog.
- Repeated Adjective Sentence:** He was a tired old man, tired of walking.
- Short, sharp sentence:** He had been walking the dog for miles. Suddenly he stopped.
- Fronted Adverbial Sentence (of Time, Manner or Place)**
- Simile Sentence:** The air was as still as a statue, as the old man walked his dog.

**Grammar**

- Pupils should be reminded from Year 4 to:
  - Extend the range of sentences they use with more than one clause by using a wider range of conjunctions/connectives, e.g *when, if, because, although*.
  - Use both compound sentences (main clauses only) and complex sentences (main and subordinate clauses).
  - Choose nouns or pronouns appropriately for clarity and cohesion, to avoid ambiguity and repetition.
  - Use fronted adverbials: used at the beginning of a sentence to give detail about, when, where or how: *Later that day...., Slowly..., Behind the shed...*
  - Use the term clause and subordinate clause (main clause can make sense as a sentence by itself; subordinate clause needs main clause to make sense).
- Year 5 Pupils should be taught to:
  - Use devices to build cohesion within a paragraph e.g. *then, after, that, this, firstly etc.*
  - Link ideas across paragraphs using adverbials of time, *later..., place, nearby...,* and number, *secondly...* or tense choices, *he **had** seen her before.*
  - Use relative pronouns: who, whom, those, which, that etc
  - Use relative clauses to specify which person or thing we mean e.g.

<p>3. Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing.</p> <ul style="list-style-type: none"> <li>Pupils should be taught to proof-read for spelling and punctuation errors.</li> </ul>	<p>10. <b>Fronted Adverbial Sentence (of Manner):</b> Anxiously, Laura stared at the stony floor below.</p> <p>11. <b>Double ly sentences:</b> He swam slowly and cautiously. Joyfully and purposefully, they hurried along.</p> <p>12. <b>Fronted Adverbial Sentence (of Time, Manner or Place)</b></p> <p>Learn to write and then apply the following sentence types:</p> <p>13. <b>Colon Sentence:</b> (Description:Detail): The old man was exhausted: he hadn't slept for hours.</p> <p>14. <b>The more, the more Sentence:</b> The more he waked his dog, the more his dog whined and whinged.</p> <p>15. <b>Repeated If Sentence:</b> If I had only spoken earlier, if I had walked a little slower then I wouldn't be in this mess.</p> <p>16. <b>Personification Sentence:</b> The gate yawned as it was pushed back on the stroke of midnight.</p> <p>17. <b>Paired Conjunctions Sentence:</b> It was <u>both</u> difficult <u>and</u> boring trying to master origami. I was <u>neither</u> happy <u>nor</u> entertained by the ridiculous clown. (Also not so/ as)</p> <p>18. <b>Repeated Adjective Sentence:</b> She was cross at the man, cross because he had ignored her.</p>	<p>who, which, whose, that e.g.. I have a friend <b>who</b> speaks five languages (no comma is used to separate the main clause from the relative clause).</p> <p>5. Indicate degrees of possibility using adverbs e.g. <i>perhaps, surely</i> or modal verbs e.g. <i>might, should, will, must</i>.</p> <p>6. Use expanded noun phrases to convey complicated information concisely.</p>	
Phonics and spelling	Punctuation	Key Vocabulary	
<p>Please see POS Appendix 1 for further exemplification materials for spelling.</p> <ul style="list-style-type: none"> <li>Use further prefixes and suffixes and understand how to use them (see Appendix 1).</li> <li>Words ending in ant, ance, ent, ence, ancy, ency, e.g. observant, hesitant, tolerance, innocence, frequency.</li> <li>Words ending in -able, -ible, -ably, -ibly e.g. adorable, adorably, legible, legibly.</li> <li>Add suffixes beginning with vowels to words ending in -fer,</li> </ul>	<p>As Year 4:</p> <ul style="list-style-type: none"> <li>Use of more specific and accurate punctuation within speech sentences: comma after the reported clause, <i>The conductor shouted</i>, end punctuation within inverted commas, "Sit down!"</li> <li>Use of commas after fronted adverbials, <i>During the night,....Below the table,.... Slowly and calmly,....</i></li> </ul> <p>Year 5:</p> <ul style="list-style-type: none"> <li>Use of commas to clarify meaning and</li> </ul>	<ul style="list-style-type: none"> <li>Comma</li> <li>Noun</li> <li>Conjunction/connective</li> <li>Clause</li> <li>Subordinate Clause</li> <li>Direct speech</li> <li>Simile</li> <li>Determiner</li> <li>Modal Verb</li> <li>Relative pronoun</li> <li>Relative clause</li> </ul>	<ul style="list-style-type: none"> <li>Verb</li> <li>Adjective</li> <li>Adverb</li> <li>Phrase</li> <li>Noun phrase</li> <li>Statement</li> <li>Question</li> <li>Command</li> <li>Tense (past &amp; present).</li> <li>Pronoun</li> <li>Preposition</li> </ul>

<p>e.g. transferred, referring.</p> <ul style="list-style-type: none"> <li>Words with 'e' sound spelt ei after 'c' e.g. deceive, ceiling (plus all the exceptions to the rule).</li> <li>Words containing the letter string ough, which can have many sound variations, e.g. dough, through, ought, plough, rough.</li> <li>Silent letters e.g. doubt, knight, lamb.</li> <li>Homophones and other words often confused (see Appendix 1).</li> <li>Use a dictionary to check a spelling and meaning of words.</li> <li>Use a thesaurus to check antonyms and synonyms.</li> </ul>	<p>avoid ambiguity. E.g. The Panda eats, shoots and leaves. The Panda eats shoots and leaves. The Panda eats shoots, and leaves.</p> <ul style="list-style-type: none"> <li>Use of brackets, dashes or commas to indicate parenthesis (additional information).</li> <li>Use of semi-colons to separate main clauses within compound sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Parenthesis</li> <li>Bracket</li> <li>Dash</li> </ul>	<ul style="list-style-type: none"> <li>Prefix</li> <li>Inverted commas/speech marks</li> </ul>
	<b>Handwriting</b>	<b>Speaking &amp; Listening</b>	
	<ol style="list-style-type: none"> <li>Write legibly, fluidly and with increasing speed and style.</li> <li>Develop a personal style.</li> <li>Choose the appropriate writing implement best suited for the task.</li> </ol>	<ol style="list-style-type: none"> <li>Gain, maintain and monitor the interest of the listener(s);</li> <li>Articulate and justify answers, arguments and opinions;</li> <li>Ask relevant questions to extend their understanding and knowledge;</li> <li>Speak audibly and fluently with an increasing command of Standard English;</li> <li>Select and use appropriate registers for effective communication;</li> <li>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas;</li> <li>Participate in discussions, presentations, performances, role-play/improvisations and debates.</li> </ol>	

**Text Types****Revise:****Longer narratives** (narrative structure, ghost stories, diary)**Writing character profiles.****Information texts****Recount including newspaper****Persuasive writing including formal argument****Reading & writing poetry for pleasure.****Play scripts****Introduce:****Explanations****Biography & autobiography****Figurative Language/ personification poetry****Letters both formal and informal****Key Features:****Narrative:** Use of past tense; simple beginning, middle and end; use of characters and setting; use of a range of different sentence types; creating mood/atmosphere; balancing description, dialogue and action to move a story forwards.**Instructions:** Sequential order & words; use of simple and conjunction sentences; use of command verb; simple title 'How to....'**Recount (newspapers):** Chronological order; introduction: answer the W questions; head-line and bi-line; use of reported and direct speech; past tense; 3<sup>rd</sup> person; concluding statement or paragraph.**Information texts:** Factual; past tense; headings/subheadings; topic words (tech lang); use of BOYS sentences, extra information sentences, De:De sentences; columns, bullets or tables to structure texts.**Play scripts:** present tense; 1<sup>st</sup> person; stage directions; use of colon; speaker's name before lines.**Persuasive texts:** emotive language; powerful language; present tense; use of rhetorical questions; conjunctions/connectives such as, this shows, however, because; use of statistics & quotes. (Adverts: eye-catching). Opening statement; arguments-often in the form of points plus elaboration.**Writing Composition**

- Pupils should be taught to plan their writing by:
  15. Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
  16. Noting and developing initial ideas, drawing on reading and research where necessary.
  17. In writing narratives, considering how expert authors have developed characters and setting.
- Pupils should be taught to draft and write by:
  1. Selecting appropriate grammar and vocabulary, understanding the impact choices can change and enhance meaning.
  2. In narratives, describing settings, characters and atmosphere (mood) and moving the plot forwards through balance of dialogue, action and description;
  3. Précising longer passages.
  4. Using a wide range of devices to build cohesion within and across paragraphs.
  5. Using further organisational and presentational devices to structure text and to guide the reader i.e headings/subheadings, bullet points, underlining etc.
- Pupils should be taught to evaluate and edit by:
  1. Assessing the effectiveness of their own and others'

**Sentence Types**

- Revise the following sentence types and use with control and precision.
1. **Expanded noun phrase:** The old man with the grey, straggly hair walked his dog. (Exit Year 3)
  2. **Embedded Clause Sentence:** The old man, who was tired and grumpy, walked his dog. (Exit Year 3)
  3. **Ed Sentence:** Frightened, the man walked his dog.
  4. **Ing Sentence:** Crying, Stanley walked his dog.
  5. **Repeated Adjective Sentence:** He was a tired old man, tired of walking.
  6. **Short, sharp sentence:** He had been walking the dog for miles. Suddenly he stopped.
  7. **Colon Sentence:** (Description:Detail): The old man was exhausted: he hadn't slept for hours.
  8. **The more, the more Sentence:** The more he waked his dog, the more his dog whined and whinged.
  9. **Emotion word, (comma) Sentence:** Exasperated, the old man walked his dog
  10. **Repeated If Sentence:** If I had only spoken earlier, if I had walked a little slower then I wouldn't be in this mess.
  11. **Personification Sentence:** The gate yawned as

**Grammar**

- Pupils should be reminded from Year 5 to:
  1. Use devices to build cohesion within a paragraph e.g. *then, after, that, this, firstly etc.*
  2. Use both compound sentences (main clauses only) and complex sentences (main and subordinate clause).
  3. Link ideas across paragraphs using adverbials of time, *later...*, place, *nearby...*, and number, *secondly...* or tense choices, *he **had** seen her before.*
  4. Use relative pronouns: who, whom, those, which, that etc.
  5. Use relative clauses to specify which person or thing we mean e.g. who, which, whose, that e.g. I have a friend **who** speaks five languages (no commas is used to separate the main clause from the relative clause).
  6. Indicate degrees of possibility using adverbs e.g. *perhaps, surely* or modal verbs e.g. *might, should, will, must.*
  7. Use expanded noun phrases to convey complicated information concisely.
- Pupils in Year 6 should be taught to:
  1. Recognise vocabulary and structures that are appropriate to formal speech and writing, including subjunctive forms e.g. *If I were... or Were they....*
  2. Using passive verbs to affect the presentation of

<p>writing.</p> <ol style="list-style-type: none"> <li>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> <li>Ensuring the consistent and correct use of tense throughout a piece of writing.</li> <li>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing.</li> </ol> <ul style="list-style-type: none"> <li>Pupils should be taught to proof-read for spelling and punctuation errors.</li> </ul>	<p>it was pushed back on the stroke of midnight.</p> <ol style="list-style-type: none"> <li><b>Paired Conjunctions Sentence:</b> It was <u>both</u> difficult <u>and</u> boring trying to master origami. I was <u>neither</u> happy <u>nor</u> entertained by the ridiculous clown. (Also not so/ as)</li> <li><b>Repeated Adjective Sentence:</b> She was cross at the man, cross because he had ignored her.</li> <li><b>Outside (Inside) Sentence:</b> She sang along to the song like she didn't have a care in the world (inside she was about to burst with excitement.)</li> <li><b>3 Bad Dash Sentence:</b> Three negative adjectives and then a question. Greed, jealousy, hatred- which of these was John's worst trait?</li> <li><b>One word/ phrase : definition sentence:</b> Monday: the longest day of the week!</li> <li><b>Magic Three Sentence:</b> Used in many types of sentences. Eg Imagine a time when people were not afraid, when life was much simpler, when everyone helped each other: this is the story of that time.</li> <li><b>Passive Voice Sentence:</b> The window was broken by the boy.</li> </ol>	<p>information in a sentence e.g. <i>I broke the window in the greenhouse.</i> <b>versus</b> <i>The window in the greenhouse was broken (by me).</i></p> <ol style="list-style-type: none"> <li>Link ideas across paragraphs using a wider range of cohesive devices: e.g. repetition of a word or phrase, use of adverbials such as, <i>on the other hand</i>, <i>in contrast</i>, <i>as a consequence</i>, as well as ellipsis.</li> <li>Use and understand key grammatical terminology accurately and appropriately in discussing their reading and writing.</li> </ol>	
<b>Phonics and spelling</b>	<b>Punctuation</b>	<b>Key Vocabulary</b>	
<p>Please see POS Appendix 1 for further exemplification materials for spelling.</p> <ul style="list-style-type: none"> <li>Use further prefixes and suffixes and understand how to use them. (see Appendix 1)</li> <li>Words with tious or cious endings, e.g. vicious, infectious</li> <li>Continue to build on knowledge of silent letters e.g. thistle, solemn</li> <li>Continue to develop knowledge of homophones and other words often confused. (See Appendix 1)</li> <li>Use a dictionary to check a spelling and meaning of words.</li> <li>Use a thesaurus to check antonyms and synonyms.</li> <li>words ending in tial, cial, e.g. official, essential</li> <li>Use of the hyphen to join a prefix to a root word if the prefix ends in a vowel and the root word begins with a vowel, e.g. co-operate, re-enter</li> </ul>	<p>As Year 5:</p> <ul style="list-style-type: none"> <li>Use of commas to clarify meaning and avoid ambiguity. e.g. The Panda eats, shoots and leaves. The Panda eats shoots and leaves. The Panda eats shoots, and leaves.</li> <li>Use of brackets, dashes or commas to indicate parenthesis: (additional information).</li> </ul> <p>Year 6:</p> <ul style="list-style-type: none"> <li>Use of the semi-colon, colon and dash to separate two main clauses: e.g. It's raining; I'm fed up.</li> <li>Use of the colon to introduce a list and use semi-colons within lists. e.g. At school he will learn to: tie his shoelaces; write his name; read a book and count.</li> <li>Punctuate bullet points to list information.</li> <li>Use of hyphens to avoid ambiguity e.g. A man eating shark versus A man-eating shark.</li> </ul>	<ul style="list-style-type: none"> <li>Comma</li> <li>Noun</li> <li>Conjunction/connective</li> <li>Clause</li> <li>Subordinate Clause</li> <li>Direct speech</li> <li>Simile</li> <li>Determiner</li> <li>Modal Verb</li> <li>Relative pronoun</li> <li>Relative clause</li> <li>Parenthesis</li> <li>Bracket</li> <li>Dash</li> <li>Subject</li> <li>Object</li> <li>Colon</li> <li>Semi-colon</li> </ul>	<ul style="list-style-type: none"> <li>Verb</li> <li>Adjective</li> <li>Adverb</li> <li>Phrase</li> <li>Noun phrase</li> <li>Statement</li> <li>Question</li> <li>Command</li> <li>Tense (past &amp; present).</li> <li>Pronoun</li> <li>Preposition</li> <li>Prefix</li> <li>Inverted commas/speech marks</li> <li>Active</li> <li>Passive</li> <li>Ellipsis</li> <li>Hyphen</li> </ul>

<ul style="list-style-type: none"> <li>• Use knowledge of morphology (how words are formed) and etymology (origins of words) and understand that spelling of some words need to be learnt specifically</li> </ul>	<p><b><i>Handwriting</i></b></p> <ul style="list-style-type: none"> <li>• Write legibly, fluidly with increasing speed and style.</li> <li>• Develop a personal style.</li> <li>• Choose the appropriate writing implement best suited for the task.</li> <li>• Use appropriate style and form depending on the task (e.g. labelling a diagram, writing an email address, algebra and filling a form in, in block capitals).</li> </ul>	<p><b><i>Speaking &amp; Listening</i></b></p> <ol style="list-style-type: none"> <li>1. Articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</li> <li>2. Speak audibly and fluently with an increasing command of Standard English.</li> <li>3. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</li> <li>4. Listen and respond appropriately to adults and their peers.</li> </ol>
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<i>Word Reading</i>				<i>Comprehension</i>			
<p>Can work out quickly the pronunciation of unfamiliar printed words. (decoding)</p> <p>Able to quickly recognise familiar printed words.</p> <p>Understand that the letters on the page represent the sounds in spoken words.</p> <p>Phonics should be emphasised in the early teaching of reading to beginners.</p>				<p>-Comprehension skills develop through experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction.</p> <p>-All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live.</p> <p>-Establish an appreciation and love of reading, and gain knowledge across the curriculum.</p> <p>-Read widely and increase vocabulary through encountering words they would rarely hear or use in everyday speech.</p> <p>-Read to feed imagination and opening up a treasure-house of wonder and joy for curious young minds.</p>			
<i>Decoding</i>	<i>Word Recognition</i>	<i>Patterns &amp; Rhymes</i>	<i>Comprehension &amp; Understanding</i>	<i>Deducing</i>	<i>Information &amp; Expression</i>	<i>Grammatical Features</i>	<i>Research</i>
<p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Respond with the correct sound to graphemes for all 40+ phonemes, including, alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p>	<p>Read common exception words, noting unusual correlation between spelling and sound and where these occur in the word.</p> <p>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.</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p>	<p>Recognise and join in with predictable phrases.</p> <p>Learn to appreciate rhymes and poems, and to recite some by heart.</p>	<p>Develop pleasure in reading, motivation to read, and in understanding.</p> <p>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Be encouraged to link what they read or hear read to their own experiences.</p> <p>Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>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>	<p>Understand both the books they can already read accurately and fluently, and those they listen to.</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Check that the text makes sense to them as they read and correct inaccurate reading. Discuss the significance of the title and events.</p> <p>Make inferences on the basis of what is being said and done.</p> <p>Predict what might happen on the basis of what has been read so far.</p>	<p>Knows to stop at a full stop.</p> <p>Reads aloud with appropriate expression.</p> <p>Reads from texts with pace and expression.</p>	<p>Uses Grammar to decipher unfamiliar words.</p> <p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.</p> <p>Read other words of more than one syllable that contain taught GPCs.</p> <p>Read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe signals the omission of a letter.</p>	<p>Knows difference between fiction and non-fiction.</p>

Viewley Hill Academy		Viewley Hill Academy English Curriculum: Reading					Year 2
Word Reading				Comprehension			
<p>Pupils should be able to read all common graphemes, and should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word reading.</p> <p>Be able to read many common words containing GPCs taught so far, such as shout, hand, stop, or dream, without needing to blend the sounds out loud first.</p> <p>Pupils' reading of common exception words, such as you, could, many, or people, should be secure this will increase their fluency by being able to read these words easily and automatically.</p> <p>Pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during Year 1.</p>				<p>Continue to focus on establishing pupils' accurate and speedy word reading skills.</p> <p>Pupils should listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books.</p> <p>Pupils can read well and do so frequently, they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.</p>			
Decoding	Word Recognition	Patterns & Rhymes	Comprehension & Understanding	Deducing	Information & Expression	Grammatical Features	Research
<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p>	<p>Read common exception words, noting unusual correlation between spelling and sound and where these occur in the word.</p> <p>Read most words quickly and accurately when they have been frequently encountered without overt sounding and blending.</p> <p>Read aloud books</p>	<p>Recognise and join in with predictable phrases.</p> <p>Learn to appreciate rhymes and poems, and to recite some by heart.</p>	<p>Pupils should be taught to develop pleasure in reading, motivation to read and understanding.</p> <p>Listen to, discuss and express views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Discuss the sequence of events in books and how items of information are related.</p> <p>Become increasingly familiar with and retell a wider range of stories, fairy stories and</p>	<p>Understand both the books that they can already read accurately and fluently and those that they listen to.</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Check that the text makes sense to them as they read and correct inaccurate reading.</p>	<p>Use commas, question marks and exclamation marks to vary expression.</p> <p>Read aloud with expression and intonation.</p>	<p>Read accurately words of two or more syllables.</p> <p>Uses Grammar to decipher unfamiliar words.</p> <p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.</p> <p>Read other words of more than one syllable that contain taught GPCs.</p>	<p>Knows difference between fiction and non-fiction.</p> <p>Introduced to non-fiction books that are organised in different ways.</p> <p>Use contents &amp; index to find</p>

	<p>closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p>		<p>traditional tales.</p> <p>Be introduced to non-fiction books that are structured in different ways.</p> <p>Recognise simple recurring literary language in stories and poetry.</p> <p>Discuss their favourite words and phrases.</p> <p>Continue to build up a repertoire of poems learnt by heart, appreciating and reciting some, with appropriate intonation to make the meaning clear.</p> <p>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> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	<p>Make inferences on the basis of what is being said and done. Answer and ask questions.</p> <p>Predict what might happen on the basis of what has been read so far.</p>		<p>Read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe, signals the omission of a letter.</p> <p>Read words containing common suffixes.</p>	information
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### *Word Reading*

By the beginning of Year 3, pupils should be able to read books written at an age appropriate interest level.

Children should be able to read accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words.

Children should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation.

Most pupils will not need further direct teaching of word reading skills: they are able to decode unfamiliar words accurately, and need very few repeated experiences of this before the word is stored in such a way that they can read it without overt sound blending.

However, pupils who are still struggling to decode need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly with their peers. If they cannot decode independently and fluently, they will find it increasingly difficult to understand what they read and to write down what they want to say.

As far as possible, however, they should follow the Year 3 and 4 programme of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these.

### *Comprehension*

Teaching should be directed towards developing the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently.

They should develop an understanding and enjoyment of stories, poetry, plays and non-fiction, learning to read silently.

They should develop knowledge and skills in reading non-fiction about a wide range of subjects.

They should learn to justify their views about what they have read with support where necessary.

<i>Decoding</i>	<i>Word Recognition</i>	<i>Comprehension &amp; Understanding</i>	<i>Deducing</i>	<i>Information &amp; Expression</i>	<i>Grammatical Features</i>	<i>Research</i>
<p><b>For those who are struggling to decode</b> - apply phonic knowledge and skills as the route to decode words.</p> <p>Respond with the correct sound to graphemes for all 40+ phonemes, including, alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p>	<p>Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet.</p> <p>Read further exception words, noting the unusual</p>	<p>Pupils should be taught to:</p> <p>Develop positive attitudes to reading and understanding of what they read.</p> <p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Increase familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</p> <p>Prepare poems and play scripts</p>	<p>Understand what they read, in books they can read independently.</p> <p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Ask questions to improve their understanding of a text.</p> <p>Draw inferences such as 'inferring characters'</p>	<p>Confident to attempt reading aloud in different contexts</p> <p>Understand how commas are used to give reading more meaning.</p> <p>Can use appropriate voices for characters and adopts a story-telling voice when needed.</p>	<p>Recognise plurals and collective nouns.</p> <p>Recognise pronouns and how they are used.</p> <p>Identify and discuss how adjectives and verbs bring reading to life.</p> <p>Recognise adverbs and how they are used in their</p>	<p>Read books that are structured in different ways.</p> <p>Read for a range of purposes.</p> <p>Use dictionaries to check the meaning of words that they have read.</p> <p>Retrieve and record information from non-fiction.</p>

	<p>correspondences between spelling and sound, and where these occur in the word.</p>	<p>to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Recognise some different forms of poetry (e.g. free verse, narrative poetry)</p>	<p>feelings, thoughts and motives from their actions, and predicting what might happen from details stated and implied.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>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.</p>	<p>Identify how apostrophes are used to show possession in reading.</p>	<p>reading.</p> <p>Identify powerful verbs within reading.</p> <p>Relate tense to text type and structure.</p>	
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**Word Reading**

All pupils should be able to read books written at an age appropriate interest level.

Children should be able to read accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words.

Children should decode new words outside their spoken vocabulary when necessary, making a good approximation to the word's pronunciation.

Pupils should not need further direct teaching of word reading skills: they are able to decode unfamiliar words accurately.

However, pupils who are still struggling to decode need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly with their peers. If they cannot decode independently and fluently, they will find it increasingly difficult to understand what they read and to write down what they want to say.

As far as possible, however, they should follow the Year 3 and 4 programme of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these.

**Comprehension**

Teaching should be directed towards developing the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently.

Develop an understanding and enjoyment of stories, poetry, plays and non-fiction, reading them silently.

Further develop knowledge and skills in reading non-fiction about a wide range of subjects.

Learn to justify their views about what they have read with increasing independence.

**Decoding****Word Recognition****Comprehension & Understanding****Deducing****Information & Expression****Grammatical Features****Research**

**For those who are struggling to decode** - apply phonic knowledge and skills as the route to decode words.

Respond with the correct sound to graphemes for all 40+ phonemes, including, alternative sounds for graphemes.

Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught

Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet.

Read further exception words, noting the unusual correspondences between spelling

Pupils should be taught to:

Further develop positive attitudes to reading and understanding of what they read.

Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, actively engaging in discussion.

Increase familiarity with a wider range of books, including fairy stories, traditional tales, myths and legends, and retelling some of these orally.

Understand what they read independently.

Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.

Ask questions to improve their understanding of a text.

Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying

Confident to read aloud in different contexts.

Understands how a range of punctuation is used to give reading more meaning.

Can use appropriate voices for characters and adopt a story-telling voice when needed.

Identifies how

Recognise plurals and collective nouns, as well as pronouns (and their purpose).

Identify & discuss how author's use of language affects a reader (verbs, adverbs and adjectives).

Explain how tense relate to text type and structure.

Identify how

Read books that are structured in different ways.

Read for a range of purposes.

Use dictionaries to check the meaning of words that they have read.

Retrieve and record information from non-fiction, beginning to use notes.

	<p>and sound, and where these occur in the word.</p>	<p>Identify themes and conventions in a wide range of books.</p> <p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Discuss words and phrases that capture the reader's interest and imagination.</p> <p>Continue to recognise some different forms of poetry (e.g. free verse, narrative poetry)</p>	<p>inferences with evidence.</p> <p>Identify main ideas drawn from more than one paragraph and summarising these.</p> <p>Identify how language, structure, and presentation contribute to meaning.</p> <p>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.</p>	<p>apostrophes are used to show possession in reading.</p>	<p>sentence types can be changed by changing word order, tenses, adding or deleting words or changing punctuation.</p>	
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### Word Reading

During Years 5, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing.

It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so that they catch up rapidly with their peers in terms of their decoding and spelling.

As far as possible, pupils should follow the Year 5 and 6 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.

By the beginning of Year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace.

They should be able to read most words effortlessly and should be able to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly.

### Comprehension

Children should be able to prepare readings, developing effective intonation to show their understanding, and should be able to summarise and present a familiar story in their own words.

They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, and then discuss what they have read.

Reading should be sufficiently fluent and relatively effortless across subjects and not just in English, with a need for pupils to learn subject-specific vocabulary.

### Decoding

### Word Recognition

### Comprehension & Understanding

### Deducing

### Intonation & Expression

### Grammatical Features

### Research

**For those who are struggling to decode** - apply phonic knowledge and skills as the route to decode words.

Respond with the correct sound to graphemes for all 40+ phonemes, including, alternative sounds for graphemes.

Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught

Be able to apply a growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

Pupils should maintain positive attitudes to reading and understanding of what they read.

Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

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

Recommend books that they

Check that what they have read makes sense.

Discuss their understanding and explore the meaning of words in context.

Ask questions to improve their understanding.

Draw inferences and justify these with evidence from the text.

Predict what might happen from details stated and implied.

Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.

Identify how language, structure and presentation contribute to meaning.

Discuss and evaluate how authors use

Vary voice for direct or indirect speech.

Recognise prepositions in text.

Recognise clauses Within sentences and identify how they are connected.

Begin to develop an awareness of how pace of reading can

Recognise prepositions in text.

Recognise clauses within sentences and identify how they are connected.

Recognise and unpick complex sentences.

Identify connectives with multiple purposes.

Identify active

Read books that are structured in different ways and reading for a range of purposes.

Retrieve, record and present information from non-fiction. Use more than one source of evidence when carrying out research.

Create a set of key notes to help summarise what has been read.

Develop use of

		<p>have read to their peers, giving reasons for their choices.</p> <p>Identify and discuss themes and conventions in and across a range of writing.</p> <p>Learn a wider range of poetry by heart.</p> <p>Prepare poems and plays to read aloud and to perform, developing understanding through use of intonation, tone and volume so that the meaning is clear to an audience.</p>	<p>language considering the impact on the reader.</p> <p>Distinguish between statements of fact and opinion.</p> <p>Participate in discussions about books that are read to them and those they can read for themselves, developing their own and others' ideas and beginning to challenge views courteously.</p> <p>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.</p> <p>Ask questions to improve their understanding of what they have read</p>	<p>add to the excitement.</p> <p>Understand how a set of sentences are organised to create maximum effect.</p>	<p>and passive verbs in reading.</p>	<p>skimming, scanning and note-taking to identify the key points in a text.</p>
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 Viewley Hill Academy	<b>Viewley Hill Academy English Curriculum: Reading</b>	<b>Year 6</b>
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<i><b>Word Reading</b></i>	<i><b>Comprehension</b></i>
<p>During Years 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing.</p> <p>It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so that they catch up rapidly with their peers in terms of their decoding and spelling.</p> <p>As far as possible, pupils should follow the Year 5 and 6 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.</p> <p>All children should read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy (at a speaking pace).</p> <p>They should read the majority of words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should use a range of strategies to determine both the meaning of the word and how to pronounce it correctly.</p>	<p>Children should be able to prepare readings, with appropriate and effective intonation to show their understanding, and should be able to summarise and present a familiar story in their own words.</p> <p>They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, discussing what they have read with detail.</p> <p>By the end of Year 6, pupils' reading should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in Year 7, across subjects and not just in English. There will continue to be a need for pupils to learn subject-specific vocabulary.</p>

<i><b>Decoding</b></i>	<i><b>Word Recognition</b></i>	<i><b>Comprehension &amp; Understanding</b></i>	<i><b>Deducing</b></i>	<i><b>Intonation &amp; Expression</b></i>	<i><b>Grammatical Features</b></i>	<i><b>Research</b></i>
<p><b>For those who are struggling to decode</b> - apply phonic knowledge and skills as the route to decode words.</p> <p>Respond with the correct sound to graphemes for all 40+ phonemes, including, alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p>	<p>Be able to apply a growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in Appendix 1, both to read aloud and to understand the meaning of new words that</p>	<p>Pupils should maintain positive attitudes to reading and understanding of what they read.</p> <p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Further increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other</p>	<p>Continue to check that what they have read makes sense.</p> <p>Discuss their understanding and explore the meaning of words in context.</p> <p>Ask questions to improve their understanding.</p> <p>Draw multiple inferences and justify these with evidence from the text.</p> <p>Predict what might happen from details stated and Implied.</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p>	<p>Vary voice for direct or indirect speech.</p> <p>Recognise prepositions in text.</p> <p>Recognise clauses within sentences and identify how they are connected.</p> <p>Further develop</p>	<p>Recognise prepositions in text.</p> <p>Recognise clauses within a wider range of sentences and identify how they are connected.</p> <p>Recognise and unpicks complex sentences.</p>	<p>Read books that are structured in different ways, linking structure to purpose, and reading for a range of purposes.</p> <p>Retrieve, record and present information effectively from non-fiction.</p> <p>Use more than one source of evidence when carrying out</p>

	<p>they meet.</p> <p>cultures and traditions.</p> <p>Recommend books that they have read to their peers, giving justified reasons for their choices.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing.</p> <p>Make comparisons within and across books.</p> <p>Learn a wider range of poetry by heart.</p> <p>Prepare poems and plays to read aloud and to perform, showing understanding through accurate and effective use of intonation, tone and volume so that the meaning is clear to an audience.</p>	<p>Identify how language, structure and presentation contribute to meaning, and the effect of this on the reader.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Distinguish between statements of fact and opinion.</p> <p>Participate in discussions and debates 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.</p> <p>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.</p> <p>Ask questions to improve their understanding of what they have read.</p> <p>Provide reasoned justifications for their views.</p>	<p>awareness of how pace of reading can add to the excitement, using this effectively.</p> <p>Appreciate how a set of sentences are organised to create maximum effect, with understanding of how manipulation of clauses can achieve an effect.</p>	<p>Identify connectives with multiple purposes.</p> <p>Identify active and passive verbs in reading.</p>	<p>research.</p> <p>Create a set of key notes to help summarise what has been read.</p> <p>Use skimming, scanning and note-taking to identify the key points in a text.</p>
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**\*The materials available endeavour to support the delivery of the new English curriculum and to provide an overview of progression through KS1 and KS2. The model curricular for writing and reading comprise suggestions which are intended to be annotated and personalised to suit the needs of individual schools. References to sentence types and handwriting may need to be altered and tailored to fit in with existing programmes.**

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