

Beamont Primary School

English



Curriculum INTENT

CORE VALUES:

CHILDREN FIRST

RESILIENCE

PIONEERING

Spoken Language

English National Curriculum 2014

2014 ENGLISH NATIONAL CURRICULUM LEARNING EXPECTATIONS FOR SPOKEN LANGUAGE

EYFS	COMMUNICATION & LANGUAGE		
	Listening and attention	Understanding	Speaking
EYFS Birth to 3	<p>Around 6 months: Does the baby respond to familiar voices, turn to their own name and 'take turns' in conversations with babbling?</p> <p>Around 12 months: Does the baby 'take turns' by babbling and using single words? <input type="checkbox"/> Does the baby point to things and use gestures to show things to adults and share interests?</p> <p>Around 18 months: Is the toddler listening and responding to a simple instruction like: <i>"Adam, put on your shoes?"</i></p> <p>Is the baby: <input type="checkbox"/> Using speech sounds (babbling) to communicate with adults?</p> <p>Around 12 months: <input type="checkbox"/> Is the baby beginning to use single words like mummum, dada, tete (teddy)?</p> <p>Around 15 months: <input type="checkbox"/> Can the baby say around 10 words (they may not all be clear)?</p> <p>Around 18 months: <input type="checkbox"/> Is the toddler using a range of adult like speech patterns (jargon) and at least 20 clear words?</p> <p>Around 12 months: <input type="checkbox"/> Can the baby choose between 2 objects: <i>"Do you want the ball or the car?"</i></p> <p>Around 18 months: <input type="checkbox"/> Does the toddler understand lots of different single words and some two-word phrases, <i>such as "give me" or "shoes on"?</i></p> <p>By around 2 years old: <input type="checkbox"/> Is the child showing an interest in what other children are playing and sometimes joins in?</p> <p>By around 3 years old: <input type="checkbox"/> Can the child shift from one task to another if you get their attention. Using the child's name can help: <i>"Jason, can you stop now? We're tidying up".</i></p> <p>Towards their second birthday: Can the child use up to 50 words? <input type="checkbox"/> Is the child beginning to put two or three words together: <i>"more milk"?</i> <input type="checkbox"/> Is the child frequently asking questions, such as the names of people and objects?</p> <p>Towards their third birthday: Can the child use around 300 words? These words include descriptive language. They include words for time (<i>for example, 'now' and 'later'</i>), space (<i>for example, 'over there'</i>) and function (<i>for example, they can tell you a sponge is for washing</i>). <input type="checkbox"/> Is the child linking up to 5 words together? <input type="checkbox"/> Is the child using pronouns (<i>'me', 'him', 'she'</i>), and using plurals and prepositions (<i>'in', 'on', 'under'</i>) - these may not always be used correctly to start with. <input type="checkbox"/> Can the child follow instructions with three key words like: <i>"Can you wash dolly's face?"</i></p> <p>Around the age of 2: Can the child understand many more words than they can say – between 200–500 words?</p> <p>Around the age of 2: Can the child understand simple questions and instructions like: <i>"Where's your hat?"</i> or <i>"What's the boy in the picture doing?"</i></p> <p>Around the age of 3: Can the child show that they understand action words by pointing to the right picture in a book. <i>For example: "Who's jumping?"</i></p>		
EYFS 3 to 4 year olds	<p>Around the age of 3: Can the child shift from one task to another if you fully obtain their attention, <i>for example, by using their name?</i></p> <p>Around the age of 4: Is the child using sentences of four to six words – <i>"I want to play with cars" or "What's that thing called?"</i>?</p> <p>Can the child use sentences joined up with words like 'because', 'or', 'and'? <i>For example: "I like ice cream because it makes my tongue shiver".</i></p> <p>Is the child using the future and past tense: <i>"I am going to the park" and "I went to the shop"?</i></p> <p>Can the child answer simple 'why' questions?</p>		
EYFS ELG	<p>Early Learning Goal:</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions • Make comments about what they have heard and ask questions to clarify their understanding • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 		

2014 NC ENGLISH	SPOKEN LANGUAGE
<p>Y1-Y6</p> <p><i>Pupils should be taught to:</i></p>	<ul style="list-style-type: none"> ▪ listen and respond appropriately to adults and their peers ▪ ask relevant questions to extend their understanding and knowledge ▪ use relevant strategies to build their vocabulary ▪ articulate and justify answers, arguments and opinions ▪ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ▪ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ▪ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ▪ speak audibly and fluently with an increasing command of Standard English ▪ participate in discussions, presentations, performances, role play, improvisations and debates ▪ gain, maintain and monitor the interest of the listener(s) ▪ consider and evaluate different viewpoints, attending to and building on the contributions of others ▪ select and use appropriate registers for effective communication.

Reading

Word Recognition and Comprehension

English National Curriculum 2014

2014 ENGLISH NATIONAL CURRICULUM LEARNING EXPECTATIONS FOR READING

<p>EYFS Birth to 3</p>	<p>Around the age of 3: Does the child handle books appropriately? Do they show an understanding of the purpose of books? Are they beginning to spend time in the Book Area?</p>	
<p>EYFS 3 to 4 year olds</p>	<p>Around the age of 4: Does the child show interest in looking at books independently? Do they like to share a book with an adult, talking about the illustrations/print? Do they handle books appropriately? <input type="checkbox"/> Are they showing interest in environmental print? Are they able to read their name, without a visual prompt?</p> <p>Around the age of 4: Does the child join in with the following phase 1 activities with increasing confidence: ► rhythm and rhyme ► alliteration ► oral blending and segmenting? Do observations show increasing development of key skills?</p>	
<p>EYFS ELG</p>	<p>Word Reading Children at the expected level of development will: Say a sound for each letter in the alphabet and at least 10 digraphs Read words consistent with their phonic knowledge by sound-blending Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Comprehension Children at the expected level of development will: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Anticipate – where appropriate – key events in stories Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	
<p>2014 NC ENGLISH</p>	<p>WORD READING</p>	<p>READING COMPREHENSION</p>

Guiding Principle: "To deliver a first class education through partnership, innovation, school improvement and accountability."

<p>Y1</p> <p><i>Pupils should be taught to:</i></p>	<ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • read other words of more than one syllable that contain taught GPCs • read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) • read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • re-read these books to build up their fluency and confidence in word reading. 	<ul style="list-style-type: none"> • Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> ○ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ○ being encouraged to link what they read or hear read to their own experiences ○ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics ○ recognising and joining in with predictable phrases ○ learning to appreciate rhymes and poems, and to recite some by heart ○ discussing word meanings, linking new meanings to those already known • understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> ○ drawing on what they already know or on background information and vocabulary provided by the teacher ○ checking that the text makes sense to them as they read and correcting inaccurate reading ○ discussing the significance of the title and events ○ making inferences on the basis of what is being said and done ○ predicting what might happen on the basis of what has been read so far • participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them.
<p>Y2</p> <p><i>Pupils should be taught to:</i></p>	<ul style="list-style-type: none"> • continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • read accurately words of two or more syllables that contain the same graphemes as above • read words containing common suffixes • read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • re-read these books to build up their fluency and confidence in word reading. 	<ul style="list-style-type: none"> • Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> ○ listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently ○ discussing the sequence of events in books and how items of information are related ○ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales ○ being introduced to non-fiction books that are structured in different ways ○ recognising simple recurring literary language in stories and poetry ○ discussing and clarifying the meanings of words, linking new meanings to known vocabulary ○ discussing their favourite words and phrases ○ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • understand both the books that they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> ○ drawing on what they already know or on background information and vocabulary provided by the teacher ○ checking that the text makes sense to them as they read and correcting inaccurate reading ○ making inferences on the basis of what is being said and done ○ answering and asking questions ○ predicting what might happen on the basis of what has been read so far • participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say

CORE VALUES:

CHILDREN FIRST

RESILIENCE

PIONEERING

		<ul style="list-style-type: none"> • 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>Y3/4</p> <p><i>Pupils should be taught to:</i></p>	<ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 	<ul style="list-style-type: none"> • develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> ○ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ○ reading books that are structured in different ways and reading for a range of purposes ○ using dictionaries to check the meaning of words that they have read ○ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books ○ preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action ○ discussing words and phrases that capture the reader's interest and imagination ○ recognising some different forms of poetry [for example, free verse, narrative poetry] • understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> ○ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context ○ asking questions to improve their understanding of a text ○ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ○ predicting what might happen from details stated and implied ○ identifying main ideas drawn from more than one paragraph and summarising these ○ identifying how language, structure, and presentation contribute to meaning • retrieve and record information from non-fiction • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.
<p>Y5/6</p> <p><i>Pupils should be taught</i></p>	<ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. 	<ul style="list-style-type: none"> • maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • recommending books that they have read to their peers, giving reasons for their choices • identifying and discussing themes and conventions in and across a wide range of writing • making comparisons within and across books • learning a wider range of poetry by heart

to:	<ul style="list-style-type: none"> • preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience • understand what they read by: <ul style="list-style-type: none"> • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously • explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views.
-----	--

PHONICS - RWInc

Systematic teaching of synthetic phonics is taught using the **Read Write Inc. programme**, providing a consistent and rigorous teaching approach across EYFS and KS1. It ensures pupil progress is not hindered by a change in practice or delivery method between classes. Pupils learn the 44 common phonemes in the English language and how to: blend to read words accurately (decoding); segment to spell words (encoding); and develop correct letter formation. As confidence in decoding develops, pupils are taught to comprehend reading using phonetically decodable texts matched to their learning needs, enabling them to experience early success in reading, as well as the confidence and motivation to read.

Key teaching progression from EYFS to Y2 will include:

EYFS:

- ⇒ **Nursery** pupils will be introduced to initial sounds in short sessions, and when appropriate, will begin to write them
- ⇒ **Reception** pupils learn how to 'read' sounds in words, and how sounds can be written down

In reading, pupils will learn to:

- ⇒ Know 44 sounds & corresponding letters/letter groups using picture prompts
- ⇒ Read words using Fred talk (each sound in a word is pronounced separately) & sound blended
- ⇒ Read a range of story/non-fiction books matched to their phonic learning
- ⇒ Work well with partners
- ⇒ Develop comprehension skills by answering 'Fastest Finger' & 'Have a Think' discussion questions about stories

In writing, pupils will learn to:

- ⇒ Write/form letters/letter groups representing the 44 sounds
- ⇒ Write words using Fred Talk (where each sound in a word is pronounced separately) and sound blended
- ⇒ Build sentences by practising sentences aloud before they write

in talking, pupils work in pairs so they can:

- ⇒ Answer every question
- ⇒ Practise every activity with their partner
- ⇒ Take turns in talking and reading to each other
- ⇒ Develop ambitious vocabulary

Guiding Principle: "To deliver a first class education through partnership, innovation, school improvement and accountability."

	AUTUMN	SPRING	SUMMER
YN	Nursery rhymes Rhyme Oral Blending - Fred Games	Introduction to RWInc picture mnemonic Oral blending and segmenting Fred Games Introduction to letter sounds	Teaching all Set 1 speed sound lessons in two groups of 13. Reading and applying.
YR	Recap all Set 1 sounds Assessment and re-group Children secure Group C sounds All Set 1 sounds including special friends (combinations of 2/3 letters representing one sound)	Children progress through Ditties and secure Red Books Set 2 Sounds/Phonemes: ay, ee, igh, ow, oo, ar, or, air, ir, ou, oy	Children are secure Green books and introduced to Purple books Recap all Set 2 Sounds Begin to teach Set 3 sounds
Y1	Recap all set 1 sounds (2 weeks) Recap all set 2 sounds (2 weeks) Teach set 3 Secure pink books	Recap set 3 sounds Secure Yellow books	Secure blue books Language and comprehension
Y2	Secure grey books Language and comprehension	Steps to Read – Shared Reading Move off RWI as children move into Spring 1. Those children who need to remain on the RWI programme for longer, do so.	

⇒ Work collaboratively to support each other

KS1:

Y1 & 2 pupils follow same lesson formats as in YR, but will work on complex sounds & read books appropriate to their reading level, until proficient in using and applying all 44 sounds in their reading

CORE VALUES:

CHILDREN FIRST

RESILIENCE

PIONEERING

Year 2 – Expected Learning Outcomes and Progression in Reading

Autumn 1	Word Reading	Comprehension	Skills and Strategies
	Build on Previous Year & Focus on: <ul style="list-style-type: none"> •Apply and embedded phonic knowledge and skills as the route to decode •Read some common exception words •Read most words containing common suffixes - ly 	Build on Previous Year & Focus on: <ul style="list-style-type: none"> •Check the text makes sense to them and correct inaccurate reading •Answer and ask questions •Make some predictions of what might happen on the basis of what has been read so far •Understand many non-fiction books are structured in different ways 	Build on Previous Year & Focus on: <ul style="list-style-type: none"> •Recognise and read <i>many</i> common exception words •Read sentences with increasing accuracy and fluency •Self-correction words •Read aloud with attention to punctuation, including full stops, question, exclamation <i>and intonation</i>
	Reading Terminology for Pupils		
Building on Previous Year and throughout Year 2 focus on: grapheme, phoneme, syllable, sequence, structure, predict, discuss, question			

Autumn 2	Word Reading	Comprehension	Skills and Strategies
	Build on Previous Year & Focus on: <ul style="list-style-type: none"> •Decoding automatically and building fluency •Reading some common exception words •Reading most words containing common suffixes -er -est 	Build on Previous Year & Focus on: <ul style="list-style-type: none"> •Demonstrating familiarity with and retelling a wide range of fairy stories •Discussing an increasing amount of word meanings in context, linking meanings to those already known •Sometimes discussing alternative meaning of the same word (e.g. through exploration of synonyms and the same word used in different contexts, building on from YR1 Greater Depth) •Making some predictions of what might happen on the basis of what has been read so far 	Build on Previous Year & Focus on: <ul style="list-style-type: none"> •Recognising and reading <i>many</i> common exception words •Reading sentences with increasing accuracy and fluency •Self-correction words •Reading aloud with attention to punctuation, including full stops, question, exclamation <i>and intonation</i>
	Reading Terminology for Pupils		

CORE VALUES:

CHILDREN FIRST

RESILIENCE

PIONEERING

Building on Previous Year and throughout Year 2 focus on:
grapheme, phoneme, syllable, sequence, structure, predict, discuss, question

Spring 1	Word Reading	Comprehension	Skills and Strategies
	Build on Previous Year & Focus on: <ul style="list-style-type: none"> •Re-read books to build fluency and confidence •Read most common exception words •Read most words containing common suffixes – ful 	Build on Previous Year & Focus on: <ul style="list-style-type: none"> •Explain what has happened so far in what they have listened to or read •Discuss the sequence of events in books and how many items of information are related •Understand many non-fiction books that are structured in different ways 	Build on Previous Year & Focus on: <ul style="list-style-type: none"> • Recognise and read most common exception words •Read a range of texts with increasing accuracy and fluency •Self-correction, including rereading and reading ahead •Look for specific information in texts using contents and glossaries •Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information •Re-reading sentences for clarity
Reading Terminology for Pupils			
Building on Previous Year and throughout Year 2 focus on: grapheme, phoneme, syllable, sequence, structure, predict, discuss, question			

Spring 2	Word Reading	Comprehension	Skills and Strategies
	Build on Previous Year & Focus on: <ul style="list-style-type: none"> •Sound out most unfamiliar words accurately, without undue hesitation •Read accurately most words of two or more syllables •Read most common exception words •Read most words accurately without overt sounding and blending 	Build on Previous Year & Focus on: <ul style="list-style-type: none"> •Demonstrate familiarity with and retell a wide range of traditional tales •Recognise simple recurring literary language in stories and poetry and draw upon these for their writing •Make some inferences on the basis of what is being said and done across the book and drawing on other books they have read (building on from YR1 Greater Depth) 	Build on Previous Year & Focus on: <ul style="list-style-type: none"> •Demonstrate familiarity with and retell a wide range of traditional tales •Recognise simple recurring literary language in stories and poetry and draw upon these for their writing •Make some inferences on the basis of what is being said and done across the book and drawing on other books they have read (building on from YR1 Greater Depth)
Reading Terminology for Pupils			
Building on Previous Year and throughout Year 2 focus on: grapheme, phoneme, syllable, sequence, structure, predict, discuss, question			

Summer 1	Word Reading	Comprehension	Skills and Strategies
	Build on Previous Year & Focus on: <ul style="list-style-type: none"> •Read most words containing common suffixes – ness •Read all common exception words with automaticity •Read sufficiently fluently to allow a focus on understanding •Read accurately most words of two or more syllables 	Build on Previous Year & Focus on: <ul style="list-style-type: none"> •Discuss their favourite words and phrases using some of them in their writing •Make some inferences on the basis of what is being said and done across the book and drawing on other books they have read (building on from YR1 Greater Depth) •Understand many non-fiction books that are structured in different ways 	Build on Previous Year & Focus on: <ul style="list-style-type: none"> •Recognise and read <i>all</i> common exception words with automaticity •Read a range of texts with increasing accuracy and fluency •Self-correction, including re-reading and reading ahead •Talk about book preferences •Identify how texts are organised, e.g. <i>lists, numbered points, tables and bullet points</i>
Reading Terminology for Pupils			

Building on Previous Year and throughout Year 2 focus on:
grapheme, phoneme, syllable, sequence, structure, predict, discuss, question

Summer 2	Word Reading	Comprehension	Skills and Strategies
	Build on Previous Year & Focus on: <ul style="list-style-type: none"> •Read most words containing all common suffixes •Read all common exception words with automaticity •Read sufficiently fluently to allow a focus on understanding 	Build on Previous Year & Focus on: <ul style="list-style-type: none"> •Demonstrate familiarity with and retell a wide range of stories and plays •Discuss their favourite words and phrases using some of them in their writing •Show good understanding of books they have read and listened to drawing on what they already know, with background information and vocabulary provided by the teacher 	Build on Previous Year & Focus on: <ul style="list-style-type: none"> •Recognise and read <i>all</i> common exception words with automaticity •Read a range of texts with increasing accuracy and fluency •Self-correction, including re-reading and reading ahead •Talk about book preferences
Reading Terminology for Pupils			
Building on Previous Year and throughout Year 2 focus on: grapheme, phoneme, syllable, sequence, structure, predict, discuss, question			

Year 3 – Expected Learning Outcomes and Progression in Reading

Autumn 1	Word Reading	Comprehension	Skills and Strategies
	<ul style="list-style-type: none"> •Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	Build on Previous Year & Focus on: <ul style="list-style-type: none"> •Read a range of books that are structured in different ways and read for a range of purposes •Identify how language, structure and presentation contribute to meaning •Check that the text makes sense to them, discuss their understanding and explain the meaning of some words in context •Retrieve and record some information from non-fiction •Predict what might happen from details stated and some which are implied 	Build on Previous Year & Focus on: <ul style="list-style-type: none"> •Recognise and read <i>many Year 3&4 Word List</i> words •Read aloud using punctuation to aid expression including speech •Self-correction, including re-reading and reading ahead •Skim to gain an overview of a text, e.g. topic, purpose •Identify different purposes of texts, <i>e.g. to inform, instruct, explain</i> •Read short information texts independently with concentration
Reading Terminology for Pupils			
Building on Previous Year and throughout Year 3 focus on: root word, prefix, suffix, theme, convention, intonation, tone, volume, action, rehearse, perform, present			

Autumn 2	Word Reading	Comprehension	Skills and Strategies
	<ul style="list-style-type: none"> •Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words 	Build on Previous Year & Focus on: <ul style="list-style-type: none"> • Increase their familiarity with a wide range of stories •Use dictionaries to check the meaning of many unknown words that they have read 	Build on Previous Year & Focus on: <ul style="list-style-type: none"> •Recognise and read <i>many Year 3&4 Word List</i> words •Read aloud using punctuation to aid expression including speech •Self-correction, including rereading and reading ahead

- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

- Predict what might happen from details stated and some which are implied
- Recognise some different forms of poetry [for example, free verse, narrative poetry]
- Ask some questions to improve their understanding of a text
- Prepare short poems to read aloud and to perform, showing some understanding through intonation, tone, volume and action

Reading Terminology for Pupils

Building on Previous Year and throughout Year 3 focus on:
root word, prefix, suffix, theme, convention, intonation, tone, volume, action, rehearse, perform, present

Spring 1	Word Reading	Comprehension	Skills and Strategies
	<ul style="list-style-type: none"> •Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<p>Build on Previous Year & Focus on:</p> <ul style="list-style-type: none"> •Read a range of books that are structured in different ways and read for a range of purposes •Identify how language and structure contribute to meaning •Identify main ideas drawn from more than one paragraph and summarise these •Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence •Retrieve and record some information from non-fiction 	<ul style="list-style-type: none"> •Recognise and read <i>most Year 3&4 Word List</i> words •Skim to gain an overview of a text, e.g. topic, purpose •Identify how texts are organised, e.g. <i>lists, numbered points, diagrams with arrows, tables and bullet points</i> •Look for specific information in texts using contents, indexes, glossaries, dictionaries •Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information •Re-reading sentences for clarity
<h3>Reading Terminology for Pupils</h3> <p>Building on Previous Year and throughout Year 3 focus on: root word, prefix, suffix, theme, convention, intonation, tone, volume, action, rehearse, perform, present</p>			

Spring 2	Word Reading	Comprehension	Skills and Strategies
	<ul style="list-style-type: none"> •Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> •Increase their familiarity with a wide range of books, including fairy stories •Identify simple themes and conventions in an increasing range of books •Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence •Recognise some different forms of poetry [for example, free verse, narrative poetry] 	<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> •Recognise and read <i>most Year 3&4 Word List</i> words •Read aloud with attention to punctuation, including full stops, question, exclamation and speech marks <i>and</i> intonation •Re-reading sentences for clarity

- Prepare short poems to read aloud and to perform, showing some understanding through intonation, tone, volume and action

Reading Terminology for Pupils

Building on Previous Year and throughout Year 3 focus on:
root word, prefix, suffix, theme, convention, intonation, tone, volume, action, rehearse, perform, present

Summer 1	Word Reading	Comprehension	Skills and Strategies
	<ul style="list-style-type: none"> •Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> •Read a range of books that are structured in different ways and read for a range of purposes •Identify simple themes and conventions in an increasing range of books •Discuss some words and phrases that capture the reader's interest and imagination •Identify how language and structure contribute to meaning •Retrieve and record some information from non-fiction 	<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> •Recognise and read <i>all Year 3&4</i> Word List words with automaticity •Enhance understanding in information text through, <i>e.g. illustration, photographs, diagrams and charts</i> •Skim to gain an overview of a text, e.g. topic, purpose •Look for specific information in texts using contents, indexes, glossaries, dictionaries
<h3>Reading Terminology for Pupils</h3> <p>Building on Previous Year and throughout Year 3 focus on: root word, prefix, suffix, theme, convention, intonation, tone, volume, action, rehearse, perform, present</p>			

Summer 2	Word Reading	Comprehension	Skills and Strategies
	<ul style="list-style-type: none"> •Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words •Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> • Increase their familiarity with a wide range of books •Identify simple themes and conventions in an increasing range of books •Discuss some words and phrases that capture the reader's interest and imagination •Recognise some different forms of poetry [for example, free verse, narrative poetry] •Prepare short plays to read aloud and to perform, showing some understanding through intonation, tone, volume and action 	<p>Build on Previous Term & Focus on:</p> <ul style="list-style-type: none"> •Recognise and read all Year 3&4 Word List words with automaticity •Read aloud with attention to punctuation, including full stops, question, exclamation and speech marks and intonation
<h3>Reading Terminology for Pupils</h3> <p>Building on Previous Year and throughout Year 3 focus on: root word, prefix, suffix, theme, convention, intonation, tone, volume, action, rehearse, perform, present</p>			

Guiding Principle: "To deliver a first class education through partnership, innovation, school improvement and accountability."

CORE VALUES:

CHILDREN FIRST

RESILIENCE

PIONEERING

Guiding Principle: "To deliver a first class education through partnership, innovation, school improvement and accountability."

CORE VALUES:

CHILDREN FIRST

RESILIENCE

PIONEERING

Writing

Transcription and Composition

English National Curriculum 2014

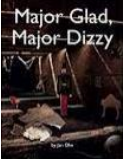










2014 ENGLISH NATIONAL CURRICULUM LEARNING EXPECTATIONS FOR WRITING

<p>EYFS</p> <p>40 – 60 months</p>	<ul style="list-style-type: none"> ▪ Gives meaning to marks they make as they draw, write and paint. ▪ Begins to break the flow of speech into words. ▪ Continues a rhyming string. ▪ Hears and says the initial sound in words. ▪ Can segment the sounds in simple words and blend them together. ▪ Links sounds to letters, naming and sounding the letters of the alphabet. ▪ Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. ▪ Writes own name and other things such as labels, captions. ▪ Attempts to write short sentences in meaningful contexts. 	
<p>ELG</p>	<p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	
<p>2014 NC WRITING</p>	<p style="text-align: center;">TRANSCRIPTION</p>	<p style="text-align: center;">COMPOSITION</p>
<p>Y1</p> <p><i>Pupils should be taught to:</i></p>	<p>Spelling (see <u>English Appendix 1</u>)</p> <ul style="list-style-type: none"> ▪ Spell: <ul style="list-style-type: none"> - words containing each of the 40+ phonemes already taught - common exception words - the days of the week ▪ Name the letters of the alphabet: <ul style="list-style-type: none"> - naming the letters of the alphabet in order - using letter names to distinguish between alternative spellings of the same sound ▪ add prefixes and suffixes: <ul style="list-style-type: none"> - using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs - using the prefix un– - using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] ▪ apply simple spelling rules and guidance, as listed in <u>English Appendix 1</u> ▪ write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. <p>Handwriting</p> <ul style="list-style-type: none"> ▪ sit correctly at a table, holding a pencil comfortably and correctly ▪ begin to form lower-case letters in the correct direction, starting and finishing in the right place ▪ form capital letters ▪ form digits 0-9 ▪ understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. 	<ul style="list-style-type: none"> ▪ write sentences by: <ul style="list-style-type: none"> - saying out loud what they are going to write about - composing a sentence orally before writing it - sequencing sentences to form short narratives - re-reading what they have written to check that it makes sense ▪ discuss what they have written with the teacher or other pupils ▪ read aloud their writing clearly enough to be heard by their peers and the teacher.

2014 NC WRITING	TRANSCRIPTION	COMPOSITION
<p>Y2</p> <p><i>Pupils should be taught to:</i></p>	<p>Spelling (see <u>English Appendix 1</u>)</p> <ul style="list-style-type: none"> - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly - learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones - learning to spell common exception words - learning to spell more words with contracted forms - learning the possessive apostrophe (singular) [for example, the girl's book] - distinguishing between homophones and near-homophones <ul style="list-style-type: none"> ▪ add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly ▪ apply spelling rules and guidance, as listed in <u>English Appendix 1</u> ▪ write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. <p>Handwriting</p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> ▪ form lower-case letters of the correct size relative to one another ▪ start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined ▪ write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters ▪ use spacing between words that reflects the size of the letters. 	<ul style="list-style-type: none"> ▪ develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> - writing narratives about personal experiences and those of others (real and fictional) - writing about real events - writing poetry - writing for different purposes ▪ consider what they are going to write before beginning by: <ul style="list-style-type: none"> - planning or saying out loud what they are going to write about - writing down ideas and/or key words, including new vocabulary - encapsulating what they want to say, sentence by sentence ▪ make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> - evaluating their writing with the teacher and other pupils - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] ▪ read aloud what they have written with appropriate intonation to make the meaning clear.

2014 NC	TRANSCRIPTION	COMPOSITION
<p>Y3/4</p> <p><i>Pupils should be taught to:</i></p>	<p>Spelling (see English Appendix 1)</p> <ul style="list-style-type: none"> ▪ use further prefixes and suffixes and understand how to add them (English Appendix 1) ▪ spell further homophones ▪ spell words that are often misspelt (English Appendix 1) ▪ place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] ▪ use the first two or three letters of a word to check its spelling in a dictionary ▪ write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. <p>Handwriting <i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> ▪ use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined ▪ increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 	<ul style="list-style-type: none"> ▪ plan their writing by: <ul style="list-style-type: none"> - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas ▪ draft and write by: <ul style="list-style-type: none"> - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) - organising paragraphs around a theme - in narratives, creating settings, characters and plot - in non-narrative material, using simple organisational devices [for example, headings and sub-headings] ▪ evaluate and edit by: <ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing and suggesting improvements - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ▪ proof-read for spelling and punctuation errors ▪ read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
<p>Y5/6</p> <p><i>Pupils should be taught to:</i></p>	<p>Spelling (see English Appendix 1)</p> <ul style="list-style-type: none"> ▪ use further prefixes and suffixes and understand the guidance for adding them ▪ spell some words with 'silent' letters [for example, knight, psalm, solemn] ▪ continue to distinguish between homophones and other words which are often confused ▪ use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 ▪ use dictionaries to check the spelling and meaning of words ▪ use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus. <p>Writing – handwriting and presentation</p> <ul style="list-style-type: none"> ▪ write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters - choosing the writing implement that is best suited for a task. 	<ul style="list-style-type: none"> ▪ plan their writing by: <ul style="list-style-type: none"> - identifying the audience for and purpose of the writing, selecting the appropriate form and using others similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed ▪ draft and write by: <ul style="list-style-type: none"> - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - précising longer passages - using a wide range of devices to build cohesion within and across paragraphs - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] ▪ evaluate and edit by: <ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensuring the consistent and correct use of tense throughout a piece of writing - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register ▪ proof-read for spelling and punctuation errors ▪ perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

LEARNING OUTCOMES & PROGRESSION IN WRITING

LITERACY UNITS OF WORK WITH EXPECTED LEARNING OUTCOMES & PROGRESSION										
YEAR 1										
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2					
Class Texts										
Major Glad, Major Dizzy 	Toys in Space 	Rapunzel 	Lost and Found 	Hermelin 	Where the Wild Things Are 	Nibbles the Book Monster 	The Secret of Black Rock 	The Curious Case of the Missing Mammoth 	The Last Wolf 	Goldilocks and Just One Bear 
Author: Jan Oke	Author: Mini Grey	Author: Bethan Woolvin	Author: Oliver Jeffers	Author: Mini Grey	Author: Maurice Sendak	Author: Emma Yarlett	Author: Joe Stanton	Author: Ellie Hattie	Author: Mini Grey	Author: Leigh Hodgkinson
Writing Outcome & Writing Purpose										
Narrative: Circular Narrative Purpose: To narrate	Narrative: Traditional tale narrative Purpose: To narrate	Narrative: Adventure story with a change of character Purpose: To narrate	Information: Wild Things non-chronological report Purpose: To inform	Narrative: A Return Story Purpose: To narrate	Narrative: A Hunting Story Purpose: To narrate					
Narrative: Voyage and return narrative Purpose: To narrate	Instructions: How to catch a witch Purpose: To instruct	Narrative: Detective story Purpose: To narrate	Narrative: Retell with a further ending Purpose: To narrate	Recount: Diary entry Purpose: To recount	Narrative: Twist on a traditional tale Purpose: To narrate					
Grammar Opportunities: Word										
Build on previous year & focus on: Plural noun suffix -s	Build on previous units & focus on: Reinforce plural noun suffix -s -es Suffix added to verbs - er	Build on previous units & focus on: Reinforce plural noun suffix -s -es How prefix un – changes the meaning of verbs and adjectives	Build on previous units & focus on: Suffix added to verbs – ing ed er	Build on previous units & focus on: Reinforce plural noun suffix -s -es Reinforce how prefix un – changes the meaning of verbs and adjectives	Build on previous units & focus on: Reinforce plural noun suffix -s -es Suffix added to verbs - ed					
Grammar Opportunities: Sentence										
Build on previous year & focus on: Combining words to make sentences Joining words and clauses using-and	Build on previous units & focus on: Combining words to make sentences Joining words and clauses using-and	Build on previous units & focus on: Combining words to make sentences Joining words and clauses using-and, because, so	Build on previous units & focus on: Combining words to make sentences Joining words and clauses using-and, because, so, but	Build on previous units & focus on: Combining words to make sentences Joining words and clauses using-and, because, so, but	Build on previous units & focus on: Combining words to make sentences Joining words and clauses using-and, because, so, but					
Grammar Opportunities: Text										
Build on previous year & focus on: Sequencing sentences to form short narratives	Build on previous year & focus on: Sequencing sentences to form short narratives	Build on previous year & focus on: Sequencing sentences to form short narratives	Build on previous year & focus on: Sequencing sentences to form short narratives	Build on previous year & focus on: Sequencing sentences to form short narratives	Build on previous year & focus on: Sequencing sentences to form short narratives					
Grammar Opportunities: Punctuation										
Build on previous year & focus on: Separation of words with spaces Capital letters	Build on previous year & focus on: Separation of words with spaces Capital letters	Build on previous year & focus on: Separation of words with spaces Capital letters	Build on previous year & focus on: Separation of words with spaces Capital letters	Build on previous year & focus on: Separation of words with spaces Capital letters	Build on previous year & focus on: Separation of words with spaces Capital letters					

CORE VALUES:










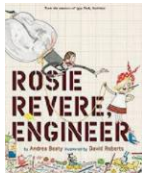

CHILDREN FIRST

RESILIENCE

PIONEERING

LITERACY UNITS OF WORK WITH EXPECTED LEARNING OUTCOMES & PROGRESSION

YEAR 2



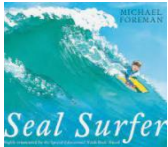
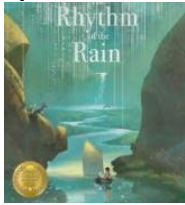
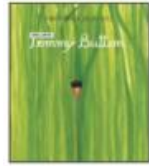




Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2					
Class Texts										
<p>A River</p> 	<p>The Night Gardener</p> 	<p>Grandad's Secret Giant</p> 	<p>The Bog Baby</p> 	<p>The Dragon Machine</p> 	<p>Grandad's Island</p> 	<p>Real Dragons</p> 	<p>The King Who Banned the Dark</p> 	<p>The Troll The Three Billy Goats Gruff</p> 	<p>Rosie Revere</p> 	<p>The Owl who was Afraid of the Dark</p> 
Author: Marc Martin	Author: The Fan Brothers	Author: David Litchfield	Author: Jeanne Willis	Author: Helen Ward	Author: Benji Davies	Author: Jennifer Szymanski	Author: Emily Haworth-Booth	Author: Julie Donaldson/Mara Alperin	Author: Andrea Beaty	Author: Jill Tomlinson
Writing Outcome & Writing Purpose										
<p>Narrative: Circular Narrative Purpose: To narrate</p>	<p>Narrative: Setting Narrative Purpose: To narrate</p>	<p>Narrative: Finding Narrative Purpose: To narrate</p>	<p>Narrative: Return Narrative Purpose: To narrate</p>	<p>Narrative: Mistake Narrative Purpose: To narrate</p>	<p>Narrative: Invention Narrative Purpose: To narrate</p>					
<p>Recount: Letter Purpose: To inform</p>	<p>Narrative: Moral Focus narrative Purpose: To narrate</p>	<p>Instructions: How to build a dragon machine Purpose: To instruct</p>	<p>Information: Non chronological report Purpose: To inform</p>	<p>Explanation: How to trap a troll Purpose: To explain</p>	<p>Recount: Diary Entry Purpose: To recount</p>					
Grammar Opportunities: Word										
<p>Build on previous units & focus on: Use of the Suffixes –er & –est in adjectives</p>	<p>Build on previous year & focus on: Use of the suffix –ly to turn adjectives into adverbs</p>	<p>Build on previous units & focus on: Formation of adjectives using suffixes e.g. –ful, –less Use of the suffix –ly to turn adjectives into adverbs</p>	<p>Build on previous units & focus on: Use of the Suffixes –er & –est in adjectives Use of the suffix –ly to turn adjectives into adverbs</p>	<p>Build on previous units & focus on: Formation of nouns using suffixes e.g. –ness, –er and by compounding Formation of adjectives using suffixes e.g. –ful, –less Use of the suffix –ly to turn adjectives into adverbs</p>	<p>Build on previous units & focus on: Formation of nouns using suffixes e.g. –ness, –er and by compounding Use of the Suffixes –er & –est in adjectives Use of the suffix –ly to turn adjectives into adverbs</p>					
Grammar Opportunities: Sentence										
<p>Build on previous year & focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but) Sentence indicates its function as a statement and question. Expanded Noun Phrases for description and specification</p>	<p>Build on previous units & focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but) Sentence indicates its function as a statement, question and command.</p>	<p>Build on previous units & focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but) Expanded noun phrases for description and specification</p>	<p>Build on previous units & focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but) Sentence indicates its function as a statement, question, command, and exclamation</p>	<p>Build on previous units & focus on: Expanded noun phrases for description and specification Subordination (using when, if, that, because) Co-ordination (or, and, but) How the grammatical patterns in a sentence indicates its function as</p>	<p>Build on previous units & focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but) Sentence indicates its function as a statement, question, command and exclamation.</p>					

Guiding Principle: "To deliver a first class education through partnership, innovation, school improvement and accountability."

	Expanded Noun Phrases for description and specification	How the grammatical patterns in a sentence indicates its function as a statement, question and command	Expanded Noun Phrases for description and specification	question, exclamation and statement.	Expanded Noun Phrases for description and specification
Grammar Opportunities: Text					
Build on previous year & focus on:	Build on previous units & focus on:	Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing	Build on previous units. Correct choice and consistent use of past and present tense throughout writing	Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs	Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs
Grammar Opportunities: Punctuation					
Build on previous units & focus on: Use of capital letters, full stops and question marks to demarcate sentences Use apostrophes to mark singular possession in nouns	Build on previous year & focus on: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spelling Commas to separate items in a list	Build on previous units & focus on: Use of capital letters, full stops and question marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling (contractions)	Build on previous units & focus on: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark singular possession in nouns	Build on previous units & focus on: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark singular possession in nouns Commas to separate items in a list	Build on previous units & focus on: Use of capital letters, full stops and question marks to demarcate sentences Apostrophes to mark singular possession in nouns Commas to separate items in a list
Terminology for Pupils					
noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past present) apostrophe, comma					

LITERACY UNITS OF WORK WITH EXPECTED LEARNING OUTCOMES & PROGRESSION

YEAR 3

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2			
Class Texts								
<p>The Iron Man</p> 	<p>Fox</p> 	<p>Seal Surfer</p> 	<p>Rhythm of the Rain</p> 	<p>Jemmy Button</p> 	<p>Ice Palace</p> 	<p>Egyptology</p> 	<p>Zeraffa Giraffa</p> 	<p>Into the Forest</p> 
Author: Ted Hughes	Author: Margaret Wild	Author: Michael Foreman	Author: Grahame Baker-Smith	Author: Valerio Vidali	Author: Robert Swindells	Author: Dugald Steer	Author: Dianne Hofmeyr	Author: Anthony Browne
Writing Outcome & Writing Purpose								
<p>Narrative: Approach threat narrative Purpose: To narrate</p>	<p>Narrative: Fable narrative Purpose: To narrate</p>	<p>Narrative: Setting narrative Purpose: To narrate</p>	<p>Narrative: Return narrative Purpose: To narrate</p>	<p>Narrative: Egyptian mystery narrative Purpose: To narrate Instructions: Secret diary Purpose: To recount</p>	<p>Narrative: Lost narrative Purpose: To narrate</p>			
<p>Explanation: How to capture the iron man Purpose: To explain</p>	<p>Recount: Letter in role Purpose: To recount</p>	<p>Information: River information leaflet Purpose: To inform</p>	<p>Narrative: Adventure narrative Purpose: To narrate</p>	<p>Persuasion: leaflet Purpose: To persuade</p>	<p>Recount: Newspaper report Purpose: To narrate</p>			
Grammar Opportunities: Word								
<p>Build on previous year & focus on: Formation of nouns using a range of prefixes e.g. auto- super- anti-</p>	<p>Build on previous units & focus on: Formation of nouns using a range of prefixes e.g. auto- super- anti- (un- and re-)</p>	<p>Build on previous units & focus on: Use of the forms a or an when next word starts with a consonant or a vowel</p>	<p>Build on previous units & focus on: Use of the forms a or an when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning</p>	<p>Build on previous units & focus on: Formation of nouns using a range of prefixes e.g. auto- super- anti- (un-) Use of the forms a or an when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning</p>	<p>Build on previous units & focus on: Formation of nouns using a range of prefixes e.g. auto- super- anti- (mis-, in-, dis-, un-) Use of the forms a or an when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning</p>			
Grammar Opportunities: Sentence								
<p>Build on previous year & focus on: Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although)</p>	<p>Build on previous units & focus on: Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although) Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)</p>	<p>Build on previous units & focus on: Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of) Expressing time, place and cause using conjunctions e.g. (when,</p>	<p>Build on previous units & focus on: Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)</p>	<p>Build on previous units & focus on: Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore) Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)</p>	<p>Build on previous units & focus on: Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore)</p>			

CORE VALUES:

CHILDREN FIRST

RESILIENCE

PIONEERING

Guiding Principle: "To deliver a first class education through partnership, innovation, school improvement and accountability."

		before, after, while, so, because, if, although) Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore)			
--	--	---	--	--	--

Grammar Opportunities: Text

Build on previous year & focus on: Present perfect form of verbs	Build on previous units & focus on: Present perfect form of verbs Introduction to paragraphs as a way to group related material	Build on previous units & focus on: Introduction to paragraphs as a way to group related material	Build on previous units & focus on: Introduction to paragraphs as a way to group related material	Build on previous units & focus on: Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation	Build on previous units & focus on: Present perfect form of verbs Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation
--	--	---	---	--	---

Grammar Opportunities: Punctuation







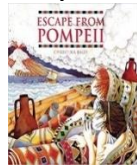

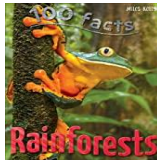
Reinforce from Year 2: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns	Reinforce from Year 2: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns	Build on previous units & focus on: Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns	Build on previous units & focus on: Inverted commas to punctuate direct speech	Build on previous units & focus on: Inverted commas to punctuate direct speech	Build on previous units & focus on: Inverted commas to punctuate direct speech
--	--	--	--	--	--

Terminology for pupils

Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas

LITERACY UNITS OF WORK WITH EXPECTED LEARNING OUTCOMES & PROGRESSION

YEAR 4

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2			
Class Texts								
The Whale 	Leaf 	Leon and the Place Between 	Arthur and the Golden Rope 	Lost Happy Endings 	The Journey 	Escape From Pompeii 	Manfish 	Rainforest Facts 
Author:	Author:	Author:	Author:	Author:	Author:	Author:	Author:	
Writing Outcome & Writing Purpose								
Narrative: Setting Narrative Purpose: To narrate	Narrative: Outsider Narrative Purpose: To narrate	Narrative: Myth Narrative Purpose: To narrate	Narrative: Twisted Narrative Purpose: To narrate	Narrative: Refugee Narrative Purpose: To narrate	Narrative: Invention Narrative Purpose: To narrate			
Recount: Newspaper Report Purpose: To recount	Recount: Diary Purpose: To recount	Information: Defeating a Viking monster Purpose: To inform	Persuasion: Letter Purpose: To persuade	Narrative: Historical narrative Purpose: To persuade	Information: Non chronological report Purpose: To inform			
Grammar Opportunities: Word								
Build on previous units & focus on: Verb inflections (we were instead of we was)	Build on previous year & focus on: Grammatical difference between plural and possessive -s	Build on previous units & focus on: Grammatical difference between plural and possessive -s	Build on previous units & focus on: Grammatical difference between plural and possessive -s	Build on previous units & focus on: Verb inflections (we were instead of we was)	Build on previous units & focus on: Verb inflections (we were instead of we was)			
Grammar Opportunities: Sentence								
Build on previous units & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials	Build on previous year & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Fronted adverbials	Build on previous units & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials	Build on previous units & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials	Build on previous units & focus on: Fronted adverbials	Build on previous units & focus on: Fronted adverbials			
Grammar Opportunities: Text								
Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme	Build on previous year & focus on: Paragraphs to organise ideas around a theme	Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme	Build on previous units & focus on: Paragraphs to organise ideas around a theme	Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme	Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme			

CORE VALUES:

CHILDREN FIRST

RESILIENCE

PIONEERING

Grammar Opportunities: Punctuation



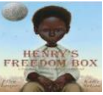


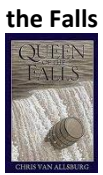



<p>Build on previous units & focus on: Inverted commas and other punctuation to indicate direct speech Use commas after fronted adverbials</p>	<p>Build on previous year & focus on: Apostrophes for possession (plural nouns) Use commas after fronted adverbials</p>	<p>Build on previous units & focus on: Apostrophes for possession (plural nouns)</p>	<p>Build on previous units & focus on: Inverted commas and other punctuation to indicate direct speech Apostrophes for possession (plural nouns) Use commas after fronted adverbials</p>	<p>Build on previous units & focus on: Inverted commas and other punctuation to indicate direct speech Apostrophes for possession (plural nouns) Use commas after fronted adverbials</p>	<p>Build on previous units & focus on: Inverted commas and other punctuation to indicate direct speech Use commas after fronted adverbials</p>
---	--	--	--	--	---

Terminology for pupils

Determiner, pronoun, possessive pronoun, adverbial

LITERACY UNITS OF WORK WITH EXPECTED LEARNING OUTCOMES & PROGRESSION

YEAR 5

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2			
Class Texts								
<p>Where Once We Stood</p> 	<p>FARThER</p> 	<p>Henry's Freedom Box</p> 	<p>Hound of the Baskervilles</p> 	<p>The Promise</p> 	<p>Queen of the Falls</p> 	<p>The Lost Book of Adventure</p> 	<p>The Selfish Giant</p> 	<p>King Kong</p> 
Author:	Author:	Author:	Author:	Author:	Author:	Author:	Author:	Author:
Writing Outcome & Writing Purpose								
<p>Narrative: Exploration Narrative Purpose: To narrate</p>	<p>Narrative: Setting Narrative Purpose: To narrate</p>	<p>Narrative: Cliff hanger Narrative Purpose: To narrate</p>	<p>Narrative: Return narrative Purpose: To narrate</p>	<p>Narrative: Survival Narrative Purpose: To narrate</p>	<p>Narrative: Dilemma Narrative Purpose: To narrate</p>			
<p>Recount: Formal Report Purpose: To recount</p>	<p>Recount: Letter Purpose: To recount</p>	<p>Recount: Formal Event Report Purpose: To inform</p>	<p>Recount: Newspaper report Purpose: To inform</p>	<p>Explanation: A guide for humans in a 'giant' world Purpose: To explain</p>	<p>Discussion: Balanced Argument Purpose: To discuss</p>			
Grammar Opportunities: Word								
<p>Build on previous year & focus on: The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone</p>	<p>Build on previous units & focus on: The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone</p>	<p>Build on previous units & focus on: The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone</p>	<p>Build on previous units & focus on: Verb prefixes re, over, dis The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone</p>	<p>Build on previous units & focus on: Use a thesaurus with confidence Verb prefixes mis, over and de Transforming nouns and adjectives into verbs</p>	<p>Build on previous units & focus on: The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone</p>			
Grammar Opportunities: Sentence								
<p>Build on previous year & focus on: Indicate degrees of possibility using modal verbs Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing, eg the use of the passive form</p>	<p>Build on previous units & focus on: Indicate degrees of possibility using modal verbs</p>	<p>Build on previous units & focus on: Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Use commas to clarify meaning and avoid ambiguity Semi-colons to separate the boundary between independent clauses</p>	<p>Build on previous units & focus on: Indicate degrees of possibility using modal verbs and adverbs</p>	<p>Build on previous units & focus on: Indicate degrees of possibility using adverbs. Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing, eg the use of the passive form</p>	<p>Build on previous units & focus on: Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing, eg the use of the passive form</p>			

Grammar Opportunities: Text

Build on previous year & focus on: Linking ideas across paragraphs, using adverbials	Build on previous units & focus on: Linking ideas across paragraphs, using adverbials	Build on previous units & focus on: Linking ideas across paragraphs, using adverbials	Build on previous units & focus on: Linking ideas across paragraphs, using adverbials	Build on previous units & focus on: Linking ideas across paragraphs, using adverbials	Build on previous units & focus on: Linking ideas across paragraphs, using adverbials Use a range of devices to build cohesion, eg conjunctions
--	---	---	---	---	--

Grammar Opportunities: Punctuation

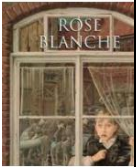




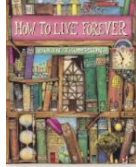



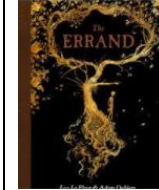

Build on previous year & focus on: Dashes to mark boundaries between independent clauses	Build on previous units & focus on: Commas for parenthesis Dashes to mark boundaries between independent clauses	Build on previous units & focus on: Use hyphens to avoid ambiguity Semi-colons to mark boundaries between independent clauses Colons and bullet points	Build on previous units & focus on: Use hyphens to avoid ambiguity	Build on previous units & focus on: Semi-colons to mark boundaries between independent clauses of equal weighting Use hyphens to avoid ambiguity Commas for clarity	Build on previous units & focus on: Recap speech punctuation Brackets for parenthesis
--	---	--	--	---	--

Terminology for pupils

modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity

LITERACY UNITS OF WORK WITH EXPECTED LEARNING OUTCOMES & PROGRESSION

YEAR 6

Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2
Class Texts										
<p>Rose Blanche</p> 	<p>Man who Walked Between Two Towers</p> 	<p>Story Like the Wind</p> 	<p>Mary Frankenstein</p> 	<p>Origins of the Species</p> 	<p>How to Live Forever</p> 	<p>Wolves</p> 	<p>The Fantastic Flying Books</p> 	<p>Shakelton's Journey</p> 	<p>The Errand</p> 	<p>Hansel and Gretel</p> 
Author:	Author:	Author:	Author:	Author:	Author:	Author:	Author:	Author:	Author:	Author:
Writing Outcome & Writing Purpose										
<p>Recount: Diary Purpose: To recount</p>		<p>Narrative: Flashback narrative Purpose: To narrate</p>		<p>Narrative: Discovery Narrative Purpose: To narrate</p>		<p>Recount: First Person Narrative Purpose: To narrate Discussion: Balanced Argument Purpose: To discuss</p>		<p>Narrative: Endurance Narrative Purpose: To narrate</p>		<p>Narrative: Dual Narrative Purpose: To narrate</p>
<p>Narrative: Purpose: To narrate</p>		<p>Recount: Letter Purpose: To recount</p>		<p>Narrative: Purpose:</p>		<p>Narrative: Purpose:</p>		<p>Recount: Purpose: To recount</p>		<p>Persuasion: Letter Purpose: To persuade</p>
Grammar Opportunities: Word										
<p>Build on previous year & focus on: Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal and informal vocabulary choices</p>		<p>Build on previous units & focus on: Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing - informality of direct quote contrasting with formality of vocabulary choices</p>		<p>Build on previous units & focus on: Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing</p>		<p>Build on previous units & focus on: Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – technical vocabulary and precise use of nouns, verbs and adjectives to add to formal tone</p>		<p>Build on previous units & focus on: Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone</p>		<p>Build on previous units & focus on: Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone</p>
Grammar Opportunities: Sentence										
<p>Build on previous year & focus on:</p>		<p>Build on previous units & focus on:</p>		<p>Build on previous units & focus on:</p>		<p>Build on previous units & focus on:</p>		<p>Build on previous units & focus on:</p>		<p>Build on previous units & focus on: The difference between structures typical of informal speech and</p>

Guiding Principle: "To deliver a first class education through partnership, innovation, school improvement and accountability."

The difference between structures typical of informal speech and structures appropriate to formal - use of question tags in informal speech	The difference between structures typical of informal speech and structures appropriate to formal	The difference between structures typical of informal speech and structures appropriate to formal	Use of the passive to affect the presentation of information in a sentence The use of question tags in informal speech	Use of the passive to affect the presentation of information in a sentence	structures appropriate to formal speech in writing –the use of the subjunctive form in some very formal speech and writing Wish – if I were...
---	---	---	---	--	---

Grammar Opportunities: Text

Build on previous year & focus on: Linking ideas within and across paragraphs using a wider range of cohesive devices – adverbials	Build on previous units & focus on: Linking ideas within and across paragraphs using a wider range of cohesive devices – repetition and ellipsis Use headings, sub-headings, columns and captions to structure information	Build on previous units & focus on: Linking ideas within and across paragraphs using a wider range of cohesive devices Use headings and sub-headings to structure information	Build on previous units & focus on: Linking ideas within and across paragraphs, using a wider range of cohesive devices eg. the use of conjunctions, adverbials, pronouns and synonyms Use of headings, sub-headings and bullets to structure texts	Build on previous units & focus on: Linking ideas within and across paragraphs using a wider range of cohesive devices – adverbials Use headings and sub-headings to structure text	Build on previous units & focus on: Linking ideas within and across paragraphs using a wider range of cohesive devices – pronouns
---	--	---	---	---	--

Grammar Opportunities: Punctuation

Build on previous year & focus on: Colons to introduce a list and semi-colons for more elaborate lists Use commas, brackets and dashes for parenthesis Semi-colon to separate two main clauses	Build on previous units & focus on: Use dashes, brackets and semi-colons to punctuate sentences precisely to enhance meaning Use range of punctuation taught at KS2 (Speech punctuation)	Build on previous units & focus on: Use dashes, brackets and semi-colons to punctuate sentences precisely to enhance meaning Use range of punctuation taught at KS2 (Speech punctuation)	Build on previous units & focus on: Colon to introduce a list and semi-colons for more elaborate lists Use commas to punctuate relative clauses Speech punctuation Use the semi-colon as the boundary between independent clauses Punctuation of bullet points Hyphens used to avoid ambiguity	Build on previous units & focus on: Use commas to clarify meaning and avoid ambiguity: Used as a break in a sentence, after a fronted adverbial, separate items in a list and parenthesis Using semi-colons as boundaries between independent clauses	Build on previous units & focus on: Use the semi-colon as the boundary between independent clauses Hyphens are used to clarify meaning and avoid ambiguity
---	--	--	--	---	--

Terminology for pupils

subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

LEARNING OUTCOMES & PROGRESSION IN SPELLING

YEAR 2 SPELLING LEARNING OUTCOMES & PROGRESSION

AUTUMN TERM	SPRING TERM	SUMMER TERM
<p>Revisit RWI Set 3 GPCs as required by pupils</p> <p>Homophones Introduce Year 2 homophones when relevant. (example homophones: <i>see/sea, be/bee blue/ blew, bear/bare, flour/flower, hear/here, whole/ hole, one/won, sun/son, no/know, night/knight, to/too/two</i>)</p> <p>Year 2 phonics</p> <ul style="list-style-type: none"> The sound /dʒ/ spelt '-ge' and '-dge' at the end of words, and sometimes spelt as 'g' elsewhere in words before 'e', 'i' and 'y'. The /s/ sound spelt 'c' before 'e', 'i' and 'y' The /n/ sound spelt 'kn' and (less often) 'gn' at the beginning of words <p>Common exception words /aɪ/ sound spelt 'i' in common exception words: <i>find, kind, mind, behind, child (children), wild, climb</i> as well as others as needed by pupils.</p> <p>Strategies at the point of writing Teach, practise and apply spelling strategies at the point of writing using Have a Go strategies:</p> <ul style="list-style-type: none"> Segmentation Using a GPC chart Using spelling journals, word banks, the environment, a working wall. Word sort Which one looks right? <p>Proofreading After writing, teach pupils to:</p> <ul style="list-style-type: none"> Use a reliable source (word bank, environmental print) to check their spelling at the proofreading stage. Check writing for mistakes in common exception/tricky words. Ensure that guidance on marking is used to support children's proofreading. <p>Learning and practising spellings Teach children how to learn and practise spell- ings including words taught in new knowledge, common exception or tricky words and individual target words.</p> <ul style="list-style-type: none"> Identify the tricky part of the word Segmentation strategy Look, Say, Cover, Write, Check Rainbow write Saying the word in a funny way 	<p>Revisit The /l/ or /əɪ/ sound spelt '-le' at the end of words</p> <p>Homophones and near homophones <i>quite/quiet, night/knight, new/knew, not/knot, they're/there/their</i> and others as relevant</p> <p>Apostrophe The possessive apostrophe (singular nouns) Apostrophe for contractions (<i>can't, didn't, hasn't, it's, couldn't, I'll, they're</i>)</p> <p>Year 2 phonics The /aɪ/ sound spelt 'y' at the end of words The /i:/ sound spelt '-ey' The /r/ sound spelt '-wr' at the beginning of words The /b/ sound spelt 'a' after 'w' and 'qu' The sound /ʒ/ spelt 's'</p> <p>Common exception words Examples include: <i>most, only, both, could, would, should, move, prove, improve</i> and others as needed by pupils</p> <p>Suffixes Adding endings '-ing-', '-ed', '-er', '-est', '-y' to words ending in 'e' with a consonant before it Adding '-ing-', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant letter after a single vowel letter Adding '-es' to nouns and verbs ending in 'y' The suffixes '-ful', '-less' and '-ly' Words ending in '-tion'</p> <p>Strategies at the point of writing</p> <ul style="list-style-type: none"> Have a go Using the working wall to find correct spellings of high frequency and common exception words Using an alphabetically-ordered word bank <p>Proofreading: After writing, teach pupils to:</p> <ul style="list-style-type: none"> Use a reliable source (word bank, environmental print) to check their spelling at the proofreading stage. Check writing for mistakes in common exception/ tricky words. Use dictionary skills Ensure that guidance on marking is used to support pupils' proofreading. <p>Learning and Practising spellings</p> <ul style="list-style-type: none"> If not already introduced, introduce the use of spelling journals. Focus on learning of knowledge and patterns taught this term <p>Remind pupils of the following strategies:</p> <ul style="list-style-type: none"> Segmentation Look, Say, Cover, Write, Check Using mnemonics Saying the word in a funny way 	<p>Revisit The possessive apostrophe (singular nouns)</p> <p>Homophones Revision of all homophones taught so far</p> <p>Apostrophe The possessive apostrophe (singular nouns)</p> <p>Year 2 phonics The /l/ or /əɪ/ sound spelt '-el' at the end of words The /l/ or /əɪ/ sound spelt '-al' at the end of words The /l/ or /əɪ/ sound spelt '-il' at the end of words (unusual spelling) The /ɔ:/ sound spelt 'a' before 'l' and 'll' The /ɔ:/ sound spelt 'ar' after 'w' The /ɪ/ sound spelt 'o' The /ɜ:/ sound spelt 'or' after 'w'</p> <p>Common exception words All Year 2 words not taught so far</p> <p>Suffixes Adding endings '-ing', '-ed', '-er', and '-est' to words ending in 'y' The suffixes '-ment', '-ness',</p> <p>Strategies at the point of writing Teach, practise and apply spelling strategies at the point of writing using Have a Go strategies</p> <ul style="list-style-type: none"> Introduce individual Have a Go sheets if not established already Teach using analogy to spell a word you don't know <p>Proofreading After writing, secure routines for proofreading:</p> <ul style="list-style-type: none"> Use a reliable source (word bank, environmental print and dictionary) to check their spelling at the proofreading stage. Check writing for mistakes in common exception or tricky words. Ensure that guidance on marking is used to support pupils' proofreading. <p>Learning and practising spellings</p> <ul style="list-style-type: none"> Secure learning routines with resources, for example spelling journals or environmental print. <p>Remind pupils of the following strategies:</p> <ul style="list-style-type: none"> Writing in the air Tracing over the word Rainbow writing Look, say, cover, write, che

YEAR 3 SPELLING LEARNING OUTCOMES & PROGRESSION		
AUTUMN TERM	SPRING TERM	SUMMER TERM
<p>Revisit Common exception words from Year 2</p> <p>Prefixes and suffixes Revise prefix 'un'. New prefixes: 'pre-', 'dis-', 'mis-', 're-'. Revise suffixes from Year 2: '-s', '-es', '-ed', '-ing', '-er'</p> <p>Rare GPCs The /ei/ sound spelt 'ei', 'eigh', or 'ey' The /i/ sound spelt 'y' Words ending with the /g/ sound spelt 'gue' and the /k/ sound spelt '-que' (French in origin)</p> <p>Homophones <i>brake/break, grate/great, eight/ate, weight/wait, son/sun</i></p> <p>Apostrophe Revise contractions from Year 2</p> <p>Proofreading Focus: checking after writing the spelling of KS1 common exception or tricky words.</p> <p>Strategies at the point of writing Reintroduce Have a go sheets and strategies from Year 2.</p> <p>Learning and Practising spellings Pupils: <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) Learn words from personal lists. Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list. </p>	<p>Revisit Strategies at the point of writing. Suffixes from Year 2 ('-ness' and '-ful', with a consonant before)</p> <p>Prefixes and suffixes Prefixes: 'sub-', 'tele-', 'super-', 'auto-' Suffixes 'less' and 'ly'</p> <p>Rare GPCs The /j/ sound spelt 'ch' (mostly French in origin) The /k/ sound spelt 'ch' (Greek in origin)</p> <p>Homophones <i>here/hear, knot/not, meat/meet</i></p> <p>Apostrophe Revise contractions from Year 2</p> <p>Proofreading Revise proofreading routines</p> <p>Learning and Practising spellings Pupils: <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) Learn words from personal lists. Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list </p>	<p>Revisit Strategies for spelling at the point of writing Vowel digraphs from Years 1 and 2</p> <p>Prefixes and suffixes Suffix '-ly' with root words ending in 'le' and 'ic' Previously taught suffixes</p> <p>Rare GPCs The /ɪ/ sound spelt 'y' other than at the end of words (<i>gym, myth</i>) The /ʌ/ sound spelt 'ou' (<i>young, touch</i>)</p> <p>Homophones <i>heel/heal/he'll, plain/plane, groan/grown, rain/rein/reign</i></p> <p>Apostrophe Revise contractions from Year 2</p> <p>Proofreading Proofread own writing for misspellings of personal spelling list words.</p> <p>Learning and Practising spellings Pupils: <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) Learn words from personal lists. Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list. </p>

YEAR 4 SPELLING LEARNING OUTCOMES & PROGRESSION		
AUTUMN TERM	SPRING TERM	SUMMER TERM
<p>Revisit Strategies at the point of writing: Have a go</p> <p>Rare GPCs Revise:</p> <ul style="list-style-type: none"> The /ei/ sound spelt 'ei', 'eigh', or 'ey' The /j/ sound spelt 'ch' The /ʌ/ sound spelt 'ou' (all from Year 3) <p>Word endings: Words ending /ure/ (<i>treasure, measure</i>)</p> <p>Prefixes and Suffixes</p> <ul style="list-style-type: none"> Prefixes 'in-', 'il-', 'im-' and 'ir-' Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', 'en', '-er', 'ed') <p>Homophones <i>peace/piece, main/mane, fair/fare</i></p> <p>Apostrophe Possessive apostrophe with singular proper nouns (<i>Cyprus's population</i>)</p> <p>Proofreading Teach proofreading strategies</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) Learn words from personal lists. Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list. 	<p>Revisit Year 3 rare GPCs</p> <p>Rare GPCs The /g/ sound spelt 'gu'</p> <p>Word endings Words ending /tʃə/ spelt 'ture' (<i>creature, furniture</i>) Endings that sound like /ʃən/, spelt '-tion', '-sion', '-ssion', '-cian' (<i>invention, comprehension, expression, magician</i>)</p> <p>Prefixes and Suffixes Prefixes 'anti-' and 'inter-' Suffix '-ation'</p> <p>Homophones <i>scene/seen, male/mail, bawl/ball</i></p> <p>Apostrophe Revise contractions from Year 2 Possessive apostrophe with plurals</p> <p>Proofreading Model how to use various strategies in proof-reading, including using a dictionary.</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) Learn words from personal lists. Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list. 	<p>Revisit Prefixes from Year 3: 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'. Focus where needed.</p> <p>Rare GPCs Words with the /s/ sound spelt 'sc' (Latin in origin)</p> <p>Word endings Endings that sound like /ʒən/ spelt '-sion' (<i>division, confusion</i>)</p> <p>Prefixes and Suffixes Suffix '-ly'. Teach the exceptions, for example 'y' changed to 'i', 'le' ending changed to 'ly', 'ic' ending changed to '-ally' Suffix '-ous' (<i>poisonous, outrageous</i>)</p> <p>Homophones <i>whether/weather, who's/whose, missed/mist, medal/meddle, team/teem</i></p> <p>Apostrophe Apostrophe for possession, including singular and plural Revise contractions from Year 2 and plural apostrophe rules</p> <p>Proofreading Check writing for misspelt words that are on the Years 3 and 4 word list.</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) Learn words from personal lists. Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.

YEAR 5 SPELLING LEARNING OUTCOMES & PROGRESSION		
AUTUMN TERM	SPRING TERM	SUMMER TERM
<p>Revisit Strategies at the point of writing: Have a go Plurals (adding '-s', '-es' and '-ies') Apostrophe for contraction and possession</p> <p>Rare GPCs Words with 'silent' letters</p> <p>Morphology/ Etymology Use spelling journals to record helpful etymological notes on curious or difficult words</p> <p>Word endings Words with the letter string '-ough' Words ending in '-able' and '-ible'</p> <p>Homophones <i>isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed</i></p> <p>Hyphen Use of the hyphen (<i>co-ordinate, co-operate</i>)</p> <p>Dictionary Use of a dictionary to support teaching of word roots, derivations and spelling patterns Use of a dictionary to create word webs</p> <p>Proofreading Focus on checking words from personal lists.</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) Learn words from personal lists. Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list. 	<p>Revisit Strategies at the point of writing: Have a go Apostrophe for possession</p> <p>Rare GPCs Teach words with rare GPCs from the Year 5 and 6 word list (<i>bruise, guarantee, queue, immediately, vehicle, yacht</i>) Words with the /i:/ sound spelt 'ei' after 'c' (<i>receive, ceiling</i>)</p> <p>Morphology/ Etymology Teach extension of base words using word matrices.</p> <p>Word endings Words ending in '-ably' and '-ibly' Revise words ending in '-able' and '-ible'</p> <p>Homophones <i>altar/alter, led/lead, steal/steel</i></p> <p>Dictionary Use a dictionary to create collections of words with common roots</p> <p>Proofreading Checking from another source after writing (spell check if on screen, spelling journals, environmental print, spelling partners)</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) Learn words from personal lists. Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list. 	<p>Revisit Strategies at the point of writing: Have a go A range of strategies for learning words</p> <p>Homophones <i>(cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose)</i></p> <p>Suffixes Problem suffixes</p> <p>Dictionary Teach use of dictionary to check words, referring to the first three or four letters</p> <p>Proofreading Check writing for misspelt words that are on the Years 5 and 6 word list</p> <p>Morphology/ Etymology Teach morphemic and etymological strategies to be used when learning specific words</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) Learn words from personal lists. Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list

YEAR 6 SPELLING LEARNING OUTCOMES & PROGRESSION		
AUTUMN TERM	SPRING TERM	SUMMER TERM
<p>Revisit Strategies at the point of writing: Have a go Words ending '-able/ably', '-ible/ibly'</p> <p>Rare GPCs Revise words with the /i:/ sound spelt 'ei' after 'c'.</p> <p>Prefixes and Suffixes Adding suffixes beginning with vowel letters to words ending in '-fer'.</p> <p>Word endings Endings that sound like /ous/ spelt '-cious' or '-tious' (<i>precious, ambitious</i>)</p> <p>Homophones <i>advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy</i></p> <p>Proofreading Proofreading in smaller chunks – sentences and paragraphs.</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) Learn words from personal lists. Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list. 	<p>Revisit Words containing the letter string '-ough'</p> <p>Prefixes and Suffixes Generating words from prefixes and suffixes</p> <p>Word endings The /ʃəl/ sound, words ending 'tial' and 'cial' (<i>official, special, artificial, partial, confidential, essential</i>)</p> <p>Homophones <i>compliment/complement, desert/dessert, principal/principle, profit/prophet, stationery/stationary</i> All homophones from KS2</p> <p>Proofreading Proofreading someone else's writing. Note down strategies that help in spelling journals</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) Learn words from personal lists Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list. 	<p>Revisit Spelling strategies at the point of writing</p> <p>Rare GPCs Revise words with rare GPCs from the Years 5 and 6 word list (<i>bruise, guarantee, queue, immediately, vehicle, yacht</i>)</p> <p>Word endings Words ending in '-ant', '-ance'/'-ancy', '-ent', '-ence'/'-ency'</p> <p>Homophones and near homophones <i>draft/draught, dissent/descent, precede/proceed, wary/weary</i></p> <p>Proofreading Embedding proofreading strategies when reviewing own writing independently.</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) Learn words from personal lists Root words and meanings Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.