

# Bankfields

## Primary School



### English Scheme of Work



September 2025

# English Scheme of Work

National  
Curriculum  
2014



## Bankfields Primary





YEAR 1	Reading		Writing			
SPEAKING and LISTENING	Word reading	Comprehension	Transcription	Handwriting	Composition	Vocabulary, grammar and punctuation
<p>-Listen and respond appropriately to adults and their peers.</p> <p>-Ask relevant questions to extend their understanding and knowledge.</p> <p>-Use relevant strategies to build their vocabulary.</p> <p>-Articulate and justify answers, arguments and opinions.</p> <p>-Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>-Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>-Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>-Speak audibly and fluently with an increasing command of Standard English.</p> <p>-Participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>-Gain, maintain and monitor the interest of the listener(s).</p> <p>-Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p>-Select and use appropriate registers for effective communication.</p>	<p>-Apply phonic knowledge and skills as the route to decode words.</p> <p>-Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>-Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>-Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>-Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.</p> <p>-Read other words of more than one syllable that contain taught GPCs.</p> <p>-Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).</p> <p>-Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>-Re-read these books to build up their fluency and confidence in word reading.</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>being encouraged to link what they read or hear read to their own experiences</li> <li>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>recognising and joining in with predictable phrases</li> <li>learning to appreciate rhymes and poems, and to recite some by heart</li> <li>discussing word meanings, linking new meanings to those already known.</li> </ul> <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>discussing the significance of the title and events</li> <li>making inferences on the basis of what is being said and done</li> <li>predicting what might happen on the basis of what has been read so far</li> </ul> <p>Participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>Explain clearly their understanding of what is read to them.</p>	<p>Spell:</p> <p>-words containing each of the 40+ phonemes already taught</p> <p>-common exception words</p> <p>-the days of the week</p> <p>Name the letters of the alphabet:</p> <p>-naming the letters of the alphabet in order</p> <p>-using letter names to distinguish between alternative spellings of the same sound</p> <p>Add prefixes and suffixes:</p> <p>-using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</p> <p>-using the prefix un–</p> <p>-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]</p> <p>Apply simple spelling rules and guidance, as listed in <a href="#">English Appendix 1</a></p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters.</p> <p>Form digits 0-9</p> <p>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>Write sentences by:</p> <ul style="list-style-type: none"> <li>saying out loud what they are going to write about</li> <li>composing a sentence orally before writing it</li> <li>sequencing sentences to form short narratives</li> <li>re-reading what they have written to check that it makes sense</li> </ul> <p>Discuss what they have written with the teacher or other pupils.</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Develop their understanding of the concepts set out in <a href="#">English Appendix 2</a> by:</p> <ul style="list-style-type: none"> <li>leaving spaces between words</li> <li>joining words and joining clauses using and</li> <li>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>learning the grammar for year 1 in English Appendix 2</li> </ul> <p>Use the grammatical terminology in English Appendix 2 in discussing their writing.</p>

YEAR 2	Reading		Writing			
SPEAKING and LISTENING	Word reading	Comprehension	Transcription	Handwriting	Composition	Vocabulary, grammar and punctuation
<p>-Listen and respond appropriately to adults and their peers.</p> <p>-Ask relevant questions to extend their understanding and knowledge.</p> <p>-Use relevant strategies to build their vocabulary.</p> <p>-Articulate and justify answers, arguments and opinions.</p> <p>-Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>-Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>-Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>-Speak audibly and fluently with an increasing command of Standard English.</p> <p>-Participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>-Gain, maintain and monitor the interest of the listener(s).</p> <p>-Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p>-Select and use appropriate registers for effective communication.</p>	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above.</p> <p>Read words containing common suffixes.</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>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</li> <li>discussing the sequence of events in books and how items of information are related</li> <li>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>being introduced to non-fiction books that are structured in different ways</li> <li>recognising simple recurring literary language in stories and poetry</li> <li>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>discussing their favourite words and phrases</li> <li>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</li> </ul> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>making inferences on the basis of what is being said and done</li> <li>answering and asking questions</li> <li>predicting what might happen on the basis of what has been read so far.</li> </ul> <p>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say. Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	<p>Spell by:</p> <ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>learning to spell common exception words</li> <li>learning to spell more words with contracted forms</li> <li>learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>distinguishing between homophones and near-homophones</li> </ul> <p>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>Apply spelling rules and guidance, as listed in <a href="#">English Appendix 1</a></p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>	<p>Form lower-case letters of the correct size relative to one another.</p> <p>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.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>Use spacing between words that reflects the size of the letters.</p>	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>writing narratives about personal experiences and those of others (real and fictional).</li> <li>writing about real events.</li> <li>writing poetry.</li> <li>writing for different purposes.</li> </ul> <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>planning or saying out loud what they are going to write about.</li> <li>writing down ideas and/or key words, including new vocabulary.</li> <li>encapsulating what they want to say, sentence by sentence.</li> </ul> <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>evaluating their writing with the teacher and other pupils.</li> <li>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.</li> <li>proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly].</li> </ul> <p>Read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>Develop their understanding of the concepts set out in <a href="#">English Appendix 2</a> by:</p> <ul style="list-style-type: none"> <li>learning how to use both familiar and new punctuation correctly (see <a href="#">English Appendix 2</a>), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> </ul> <p>Learn how to use:</p> <ul style="list-style-type: none"> <li>sentences with different forms: statement, question, exclamation, command</li> <li>expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>the present and past tenses correctly and consistently including the progressive form</li> <li>subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>the grammar for year 2 in <a href="#">English Appendix 2</a></li> <li>some features of written Standard English</li> </ul> <p>Use and understand the grammatical terminology in <a href="#">English Appendix 2</a> in discussing their writing.</p>



YEAR 3&4	Reading		Writing			
SPEAKING and LISTENING	Word reading	Comprehension	Transcription	Handwriting	Composition	Vocabulary, grammar and punctuation
<p>Listen and respond appropriately to adults and their peers.</p> <p>Ask relevant questions to extend their understanding and knowledge.</p> <p>Use relevant strategies to build their vocabulary.</p> <p>Articulate and justify answers, arguments and opinions.</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>Speak audibly and fluently with an increasing command of Standard English.</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>Gain, maintain and monitor the interest of the listener(s).</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p>Select and use appropriate registers for effective communication.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <a href="#">English Appendix 1</a>, both to read aloud and to understand the meaning of new words they meet.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>reading books that are structured in different ways and reading for a range of purposes.</li> <li>using dictionaries to check the meaning of words that they have read.</li> <li>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>Identifying themes and conventions in a wide range of books.</li> <li>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>discussing words and phrases that capture the reader's interest and imagination</li> <li>recognising some different forms of poetry [for example, free verse, narrative poetry]</li> </ul> <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> <li>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>asking questions to improve their understanding of a text</li> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>predicting what might happen from details stated and implied</li> <li>identifying main ideas drawn from more than one paragraph and summarising these</li> <li>identifying how language, structure, and presentation contribute to meaning</li> </ul> <p>Retrieve and record information from non-fiction</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p>Use further prefixes and suffixes and understand how to add them (<a href="#">English Appendix 1</a>).</p> <p>Spell further homophones.</p> <p>Spell words that are often misspelt (<a href="#">English Appendix 1</a>).</p> <p>Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's].</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>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].</p>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (<a href="#">English Appendix 2</a>)</li> <li>organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot</li> <li>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul> <p>Proof-read for spelling and punctuation errors</p> <p>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>	<p>Develop their understanding of the concepts set out in <a href="#">English Appendix 2</a> by:</p> <ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>using the present perfect form of verbs in contrast to the past tense</li> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>using conjunctions, adverbs and prepositions to express time and cause</li> <li>using fronted adverbials</li> <li>learning the grammar for years 3 and 4 in <a href="#">English Appendix 2</a></li> </ul> <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>using commas after fronted adverbials</li> <li>indicating possession by using the possessive apostrophe with plural nouns</li> <li>using and punctuating direct speech</li> </ul> <p>Use and understand the grammatical terminology in <a href="#">English Appendix 2</a> accurately and appropriately when discussing their writing and reading.</p>



YEAR 5&6	Reading			Writing		
SPEAKING and LISTENING	Word reading	Comprehension	Transcription	Handwriting	Composition	Vocabulary, grammar and punctuation
<p>-Listen and respond appropriately to adults and their peers.</p> <p>-Ask relevant questions to extend their understanding and knowledge.</p> <p>-Use relevant strategies to build their vocabulary.</p> <p>-Articulate and justify answers, arguments and opinions.</p> <p>-Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>-Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>-Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>-Speak audibly and fluently with an increasing command of Standard English.</p> <p>-Participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>-Gain, maintain and monitor the interest of the listener(s).</p> <p>-Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p>-Select and use appropriate registers for effective communication.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <a href="#">English Appendix 1</a>, both to read aloud and to understand the meaning of new words that they meet.</p>	<p>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>reading books that are structured in different ways and reading for a range of purposes.</li> <li>increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</li> <li>recommending books that they have read to their peers, giving reasons for their choices.</li> <li>identifying and discussing themes and conventions in and across a wide range of writing.</li> <li>making comparisons within and across books.</li> <li>learning a wider range of poetry by heart.</li> <li>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.</li> </ul> <p>Understand what they read by:</p> <ul style="list-style-type: none"> <li>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</li> <li>asking questions to improve their understanding</li> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>predicting what might happen from details stated and implied.</li> <li>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</li> <li>identifying how language, structure and presentation contribute to meaning.</li> </ul> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Distinguish between statements of fact and opinion.</p> <p>Retrieve, record and present information from non-fiction.</p> <p>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.</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>Provide reasoned justifications for their views.</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them.</p> <p>Spell some words with 'silent' letters [for example, knight, psalm, solemn].</p> <p>Continue to distinguish between homophones and other words which are often confused.</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in <a href="#">English Appendix 1</a>.</p> <p>Use dictionaries to check the spelling and meaning of words.</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>Use a thesaurus.</p>	<p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>-choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>-choosing the writing implement that is best suited for a task.</li> </ul>	<p><b>Plan their writing by:</b></p> <ul style="list-style-type: none"> <li>- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>-noting and developing initial ideas, drawing on reading and research where necessary</li> <li>-in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p><b>Draft and write by:</b></p> <ul style="list-style-type: none"> <li>-selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>-in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>-precising longer passages</li> <li>-using a wide range of devices to build cohesion within and across paragraphs</li> <li>-using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> <p><b>Evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>-assessing the effectiveness of their own and others' writing</li> <li>-proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>-ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>-ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>-Proof-read for spelling and punctuation errors.</li> </ul> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>Develop their understanding of the concepts set out in <a href="#">English Appendix 2</a> by:</p> <ul style="list-style-type: none"> <li>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>using passive verbs to affect the presentation of information in a sentence</li> <li>using the perfect form of verbs to mark relationships of time and cause</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> <li>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>learning the grammar for years 5 and 6 in <a href="#">English Appendix 2</a></li> </ul> <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>using commas to clarify meaning or avoid ambiguity in writing</li> <li>using hyphens to avoid ambiguity</li> <li>using brackets, dashes or commas to indicate parenthesis</li> <li>using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>using a colon to introduce a list</li> <li>punctuating bullet points consistently</li> </ul> <p>Use and understand the grammatical terminology in <a href="#">English Appendix 2</a> accurately and appropriately in discussing their writing and reading.</p>





## English Key Concepts Progression Grid



Key  Concept	EYFS	KS1		KS2			
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Reading	<ul style="list-style-type: none"> <li>-Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>-Read words consistent with their phonic knowledge by sound-blending.</li> <li>-Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>	<ul style="list-style-type: none"> <li>-Apply phonic knowledge and skills as the route to decode words.</li> <li>-Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</li> <li>-Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</li> <li>-Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</li> <li>-Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.</li> <li>-Read other words of more than one syllable that contain taught GPCs.</li> <li>-Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).</li> <li>-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.</li> <li>-Re-read these books to build up their fluency and confidence in word reading.</li> </ul>	<ul style="list-style-type: none"> <li>-Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</li> <li>-Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</li> <li>-Read accurately words of two or more syllables that contain the same graphemes as above.</li> <li>-Read words containing common suffixes.</li> <li>-Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</li> <li>-Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</li> <li>-Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> <li>-Re-read these books to build up their fluency and confidence in word reading.</li> </ul>	<ul style="list-style-type: none"> <li>-Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <a href="#">English Appendix 1</a>, both to read aloud and to understand the meaning of new words they meet.</li> <li>-Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>	<ul style="list-style-type: none"> <li>-Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <a href="#">English Appendix 1</a>, both to read aloud and to understand the meaning of new words that they meet.</li> </ul>		

	Reception	Year 1	Year 2	Year 3 and Year 4	Year 5 and Year 6
	<p>-Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>-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.</p> <p>-Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>-Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>-Invent, adapt and recount narratives and stories with their peers and their teacher.</p>	<p>-Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>-listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>-being encouraged to link what they read or hear read to their own experiences</p> <p>-becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>-recognising and joining in with predictable phrases</p> <p>-learning to appreciate rhymes and poems, and to recite some by heart</p> <p>-discussing word meanings, linking new meanings to those already known.</p> <p>-Understand both the books they can already read accurately and fluently and those they listen to by:</p> <p>-drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>-checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>-discussing the significance of the title and events</p> <p>-making inferences on the basis of what is being said and done</p> <p>-predicting what might happen on the basis of what has been read so far</p> <p>-Participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>-Explain clearly their understanding of what is read to them.</p>	<p>-Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>-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</p> <p>-discussing the sequence of events in books and how items of information are related</p> <p>-becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>-being introduced to non-fiction books that are structured in different ways</p> <p>-recognising simple recurring literary language in stories and poetry</p> <p>-discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>-discussing their favourite words and phrases</p> <p>-continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <p>-drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>-checking that the text makes sense to them as they read and correcting inaccurate reading</p>	<p>-Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>• reading books that are structured in different ways and reading for a range of purposes.</li> <li>• using dictionaries to check the meaning of words that they have read.</li> <li>• Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>• Identifying themes and conventions in a wide range of books.</li> <li>• preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>• discussing words and phrases that capture the reader's interest and imagination</li> <li>• recognising some different forms of poetry [for example, free verse, narrative poetry]</li> </ul> <p>-Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> <li>• checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• asking questions to improve their understanding of a text</li> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• predicting what might happen from details stated and implied</li> <li>• identifying main ideas drawn from more than one paragraph and summarising these</li> <li>• identifying how language, structure, and presentation contribute to meaning</li> </ul> <p>-Retrieve and record information from non-fiction</p> <p>-Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p>-Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>• reading books that are structured in different ways and reading for a range of purposes.</li> <li>• increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</li> <li>• recommending books that they have read to their peers, giving reasons for their choices.</li> <li>• identifying and discussing themes and conventions in and across a wide range of writing.</li> <li>• making comparisons within and across books.</li> <li>• learning a wider range of poetry by heart.</li> <li>• 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.</li> </ul> <p>-Understand what they read by:</p> <ul style="list-style-type: none"> <li>• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</li> <li>• asking questions to improve their understanding</li> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• predicting what might happen from details stated and implied.</li> <li>• summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</li> <li>• identifying how language, structure and presentation contribute to meaning.</li> </ul> <p>-Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>-Distinguish between statements of fact and opinion.</p> <p>-Retrieve, record and present information from non-fiction.</p> <p>-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.</p>



			<ul style="list-style-type: none"> <li>-making inferences on the basis of what is being said and done</li> <li>-answering and asking questions</li> <li>-predicting what might happen on the basis of what has been read so far.</li> <li>-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.</li> <li>-Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul>		<ul style="list-style-type: none"> <li>-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.</li> <li>-Provide reasoned justifications for their views.</li> </ul>
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## Transcription

### Reception

-Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.  
 -Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.  
 -Develop the foundations of a handwriting style which is fast, accurate and efficient.  
 -Form lower case and capital letters correctly.  
 -Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

### Year 1

Spell:  
 -words containing each of the 40+ phonemes already taught  
 -common exception words  
 -the days of the week  
 -Name the letters of the alphabet:  
 -naming the letters of the alphabet in order  
 -using letter names to distinguish between alternative spellings of the same sound  
 -Add prefixes and suffixes:  
 -using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs  
 -using the prefix un–  
 -using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]  
 -Apply simple spelling rules and guidance, as listed in [English Appendix 1](#).  
 -Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

### Year 2

Spell by:  
 -segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.  
 -learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones  
 -learning to spell common exception words  
 -learning to spell more words with contracted forms  
 -learning the possessive apostrophe (singular) [for example, the girl's book]  
 -distinguishing between homophones and near-homophones.  
 -Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly.  
 -Apply spelling rules and guidance, as listed in [English Appendix 1](#)  
 -Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

### Year 3 and Year 4

-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.

### Year 5 and Year 6

-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><b>Reception</b></p> <ul style="list-style-type: none"> <li>-Write simple phrases and sentences that can be read by others.</li> <li>-Invent, adapt and recount narratives and stories with peers and teachers.</li> <li>-Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary.</li> <li>-Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>-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.</li> </ul>	<p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>-Write sentences by:</li> <li>-saying out loud what they are going to write about</li> <li>-composing a sentence orally before writing it</li> <li>-sequencing sentences to form short narratives</li> <li>-re-reading what they have written to check that it makes sense</li> <li>-Discuss what they have written with the teacher or other pupils.</li> <li>-Read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>	<p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>-Develop positive attitudes towards and stamina for writing by:</li> <li>-writing narratives about personal experiences and those of others (real and fictional).</li> <li>-writing about real events.</li> <li>-writing poetry.</li> <li>-writing for different purposes.</li> <li>-Consider what they are going to write before beginning by:</li> <li>-planning or saying out loud what they are going to write about.</li> <li>-writing down ideas and/or key words, including new vocabulary.</li> <li>-encapsulating what they want to say, sentence by sentence.</li> <li>-Make simple additions, revisions and corrections to their own writing by:</li> <li>-evaluating their writing with the teacher and other pupils.</li> <li>-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.</li> <li>-proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly].</li> <li>-Read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>	<p><b>Year 3 and Year 4</b></p> <p><b>Plan their writing by:</b></p> <ul style="list-style-type: none"> <li>-discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>-discussing and recording ideas.</li> </ul> <p><b>Draft and write by:</b></p> <ul style="list-style-type: none"> <li>-composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).</li> <li>-organising paragraphs around a theme</li> <li>-in narratives, creating settings, characters and plot</li> <li>-in non-narrative material, using simple organisational devices [for example, headings and sub-headings].</li> </ul> <p><b>Evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>-assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>-proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</li> <li>-Proof-read for spelling and punctuation errors.</li> <li>-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.</li> </ul>	<p><b>Year 5 and Year 6</b></p> <p><b>Plan their writing by:</b></p> <ul style="list-style-type: none"> <li>- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>-noting and developing initial ideas, drawing on reading and research where necessary</li> <li>-in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</li> </ul> <p><b>Draft and write by:</b></p> <ul style="list-style-type: none"> <li>-selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>-in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>-precising longer passages</li> <li>-using a wide range of devices to build cohesion within and across paragraphs</li> <li>-using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> <p><b>Evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>-assessing the effectiveness of their own and others' writing</li> <li>-proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>-ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>-ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>-Proof-read for spelling and punctuation errors.</li> <li>-Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>
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## Handwriting

### Reception

-Write recognisable letters, most of which are correctly formed.

### Year 1

-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.

### Year 2

-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.

### Year 3 and Year 4

-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].

### Year 5 and Year 6

-Write legibly, fluently and with increasing speed by:  
-choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.  
-Choosing the writing implement that is best suited for a task.

	<p><b>Reception</b></p> <p>-Express orally their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.</p>	<p><b>Year 1</b></p> <p>-Develop their understanding of the concepts set out in <u>English Appendix 2</u> by:</p> <p>-leaving spaces between words</p> <p>-joining words and joining clauses using and</p> <p>-beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>-using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>-nouns, verbs and adjectives</p> <p>-singular and plural nouns</p> <p>-suffixes- ing, ed and er.</p> <p>-prefix- un</p> <p>-simple sentence</p> <p>-compound sentences using co-ordinating conjunction 'and'.</p> <p>-sequencing sentences</p>	<p><b>Year 2</b></p> <p>-Develop their understanding of the concepts set out in <u>English Appendix 2</u> by:</p> <p>-learning how to use both familiar and new punctuation correctly (see English Appendix 2), -- including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p> <p>-Learn how to use:</p> <p>-sentences with different forms: statement, question, exclamation, command</p> <p>-expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>-the present and past tenses correctly and consistently including the progressive form</p> <p>-subordination (using when, if, that, because) and co-ordination (using and, or but)</p> <p>-some features of written Standard English</p> <p>-nouns, verbs, adjectives</p> <p>-formation of nouns using suffixes- ness and er</p> <p>-compound words</p> <p>-formation of adjectives using suffixes- ful and less</p> <p>-use of suffixes- er, est in adjectives</p> <p>-use of ly to turn adjectives into adverbs</p> <p>-co-ordinating conjunctions</p> <p>-subordinating conjunctions</p> <p>-expanded noun phrases</p> <p>-statement, question, exclamation or command</p> <p>-present and past tense</p> <p>-progressive form of present and past tense</p>	<p><b>Year 3 and Year 4</b></p> <p>Develop their understanding of the concepts set out in <u>English Appendix 2</u> by:</p> <ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>using the present perfect form of verbs in contrast to the past tense</li> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>using conjunctions, adverbs and prepositions to express time and cause</li> <li>using fronted adverbials</li> </ul> <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>using commas after fronted adverbials</li> <li>indicating possession by using the possessive apostrophe with plural nouns</li> <li>using and punctuating direct speech</li> </ul> <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p> <ul style="list-style-type: none"> <li>nouns, verbs, adjectives, adverbs, pronouns, possessive pronouns, prepositions, articles and determiners</li> <li>simple, compound, complex sentence</li> <li>co-ordinating and subordinating conjunctions</li> <li>subject-verb agreement</li> <li>clauses and phrases</li> <li>main clause and subordinate clause</li> <li>expanded noun phrases, adverbial phrase, prepositional phrase</li> <li>double negatives</li> <li>tenses: simple present, present progressive, simple past, past progressive</li> </ul>	<p><b>Year 5 and Year 6</b></p> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>using passive verbs to affect the presentation of information in a sentence</li> <li>using the perfect form of verbs to mark relationships of time and cause</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> <li>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> </ul> <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>using commas to clarify meaning or avoid ambiguity in writing</li> <li>using hyphens to avoid ambiguity</li> <li>using brackets, dashes or commas to indicate parenthesis</li> <li>using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>using a colon to introduce a list</li> <li>punctuating bullet points consistently</li> </ul> <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p> <ul style="list-style-type: none"> <li>nouns, verbs, modal verbs, adjectives, adverbs, pronouns, relative pronouns, prepositions, articles and determiners</li> <li>simple, compound, complex sentence</li> <li>co-ordinating and subordinating conjunctions</li> <li>clauses and phrases</li> <li>main clause and subordinate clause</li> <li>subject-verb agreement</li> <li>expanded noun phrases, adverbial phrase, prepositional phrase</li> <li>relative clause</li> <li>I and me</li> <li>tenses: simple present, present progressive, present perfect, simple past, past progressive, past perfect</li> <li>Cohesive devices: adverbials, pronouns, repetition, ellipsis</li> <li>Layout devices: headings, subheadings, columns, bullets, tables</li> </ul>
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Punctuation	<b>Reception</b> -capital letters for the beginning of a sentence -full stops	<b>Year 1</b> -capital letters for the beginning of a sentence, for names and personal pronoun I -full stops -question marks -exclamation marks	<b>Year 2</b> -capital letters, full stops, question marks and exclamation marks to demarcate sentences -commas to separate items in a list -apostrophes for contraction -apostrophes for possession for singular nouns	<b>Year 3 and Year 4</b> <ul style="list-style-type: none"> <li>capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>commas to separate items in a list</li> <li>apostrophes for contraction</li> <li>apostrophes for possession for singular nouns</li> <li>inverted commas</li> <li>Commas before coordinating conjunctions when separating main clauses</li> <li>apostrophes of possession for plural nouns</li> <li>commas after fronted adverbials</li> <li>Commas after subordinate clause</li> </ul>	<b>Year 5 and Year 6</b> <ul style="list-style-type: none"> <li>capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>commas to separate items in a list</li> <li>apostrophes for contraction</li> <li>apostrophes for possession for singular nouns</li> <li>inverted commas</li> <li>Commas before coordinating conjunctions when separating main clauses</li> <li>apostrophes of possession for plural nouns</li> <li>commas after fronted adverbials</li> <li>Commas after subordinate clause</li> <li>Brackets, dashes, commas to indicate parenthesis</li> <li>Commas to clarify meaning and avoid ambiguity</li> <li>Ellipsis to provide cohesion</li> <li>Hyphens in compound nouns, prefixes, compound adjectives and numbers to avoid ambiguity</li> </ul>
M20 Sentence Techniques	<b>Reception</b> 1. Simple Noun Phrase Sentences	<b>Year 1</b> 1. Simple Noun Phrase Sentences 2 Expanded Noun Phrase Sentences 3. Co-ordinating Conjunction Sentences 4. Fronted Adverbial Sentences 5.Statement/Question/ Command/ Explanation/ Sentences	<b>Year 2</b> 1.Simple Noun Phrase Sentences 2.Expanded Noun Phrase Sentences 3. Co-ordinating Conjunction Sentences and, but, or 4. Subordinating Conjunction Sentences when, if, that, because 5. Fronted Adverbial Sentences (time/manner/place /additional/sequential) 6.Statement/Question/ Command/ Explanation/ Sentences 7.Direct Speech Sentences 8.List Sentences 9. Prepositional Phrase Sentences 10. Short Sharp Sentences	<b>Year 3 and Year 4</b> 1.Expanded Noun Phrase Sentences 2. Co-ordinating Conjunction Sentences and, but, or 3. Subordinating Conjunction Sentences when, if, that, because 4. Fronted Adverbial Sentences (time/manner/place /additional/sequential) 5.Statement/Question/ Command/ Explanation/ Sentences 6.Direct Speech Sentences 7.List Sentences 8. Prepositional Phrase Sentences 9. Short Sharp Sentences 10. Ing Verb Clause Sentences 11. Ed Verb Clause Sentences 12. Relative Clause Sentences 13. Conjunctive Adverb Sentences 14. Extended List Sentences 15. Extra Information Sentences	<b>Year 5 and Year 6</b> 1.Expanded Noun Phrase Sentences 2. Co-ordinating Conjunction Sentences and, but, or 3. Subordinating Conjunction Sentences when, if, that, because 4. Fronted Adverbial Sentences (time/manner/place /additional/sequential) 5.Statement/Question/ Command/ Explanation/ Sentences 6.Direct Speech Sentences 7.List Sentences 8. Prepositional Phrase Sentences 9. Short Sharp Sentences 10. Ing Verb Clause Sentences 11. Ed Verb Clause Sentences 12. Relative Clause Sentences 13. Conjunctive Adverb Sentences 14. Extended List Sentences 15. Extra Information Sentences 16. Multi-Clausal Sentences 17. Passive Voice Sentences 18. Figurative Language Sentences 19. Semi-colon to separate main clauses 20. Colon to separate clauses



Writing Genres	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	<b>Poetry</b> Nursery Rhymes	<b>Poetry</b> List Poems Rhyming Poems	<b>Poetry</b> Animal Poems Riddles and Tongue Twisters	<b>Poetry</b> List Poems Shape Poems Calligrams Caribbean Poetry	<b>Poetry</b> Kennings Haiku Cinquain Performance Poetry	<b>Poetry</b> Narrative Poems Sonnets	<b>Poetry</b> Classic Poems Performance Poetry
	<b>Fiction</b> Adventure Story	<b>Fiction</b> Animal Stories Fantasy Stories	<b>Fiction</b> Myths, Fables and Legends Character and Setting Descriptions	<b>Fiction</b> Myths, Fables and Legends Humorous Stories	<b>Fiction</b> Fantasy Stories Historical Stories	<b>Fiction</b> Scary Stories Fantasy Stories	<b>Fiction</b> Real-life Stories Mystery Stories
	<b>Non-fiction</b> Recount Instructions	<b>Non-fiction</b> Instructions Recount Non-chronological Report	<b>Non-fiction</b> Recount Instructions Persuasion	<b>Non-fiction</b> Non-chronological Report Instructions Persuasion	<b>Non-fiction</b> Explanation Recount Discussion	<b>Non-fiction</b> Persuasion Recount Non-chronological Report	<b>Non-fiction</b> Discussion Persuasion Recount

	<p><b>Reception</b></p>	<p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>-Vowel digraphs and trigraphs: ay oy oi ee a-e</li> <li>-The digraphs ay and oy are virtually never used at the end of English words.</li> <li>-Vowel digraphs and trigraphs: oo oa oe ou</li> <li>-The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck</li> <li>-The /ŋ/ sound spelt n before k</li> <li>-Vowel digraphs and trigraphs: ar ir ur ow ue ew</li> <li>-Common exception words</li> <li>-Vowel digraphs and trigraphs: or ore aw air ear are</li> <li>-Compound words</li> <li>-Vowel digraphs and trigraphs: ai i-e o-e u-e ie igh</li> <li>-tch</li> <li>-The /v/ sound at the end of words</li> <li>-Adding s and es to words (plural of nouns and the third person singular of verbs)</li> <li>-Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word</li> <li>-New consonant spellings: wh and ph</li> <li>-Words ending -y (/i:/ or /ɪ/)</li> <li>-Adding the prefix un</li> <li>-Common exception words</li> </ul>	<p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>-The /d_3/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y</li> <li>-The /s/ sound spelt c before e, i and y</li> <li>-The /n/ sound spelt kn and (less often) gn at the beginning of words</li> <li>-The /a_ɪ/ sound spelt -y at the end of words</li> <li>-Adding -es to nouns and verbs ending in -y</li> <li>-Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it.</li> <li>-Adding -ed, -ing, -er and -est to a root word ending in -e with a consonant before it.</li> <li>-Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter</li> <li>-The /ɹ/ sound spelt wr at the beginning of words</li> <li>-The /l/ or /əɪ/ sound spelt -le at the end of words</li> <li>-The /l/ or /əɪ/ sound spelt -el at the end of words</li> <li>-The /l/ or /əɪ/ sound spelt -al at the end of words</li> <li>-Words ending -il</li> <li>-The /ɔ:/ sound spelt a before l and ll- al</li> <li>-The /ʌ/ sound spelt o</li> <li>-The /i:/ sound spelt -ey</li> <li>-The /ɒ/ sound spelt a after w and qu</li> <li>-The /ɔ:/ sound spelt a after w</li> <li>-The /3/ sound spelt s</li> <li>-Homophones and near-</li> </ul>	<p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>-Possessive apostrophe with singular and plural words</li> <li>-Homophones and near-homophones</li> <li>-The suffix -ly</li> <li>-The /ʌ/ sound spelt ou</li> <li>-Prefixes- dis, mis, in, il</li> <li>-Words endings -sure and ture</li> <li>-Adding suffixes beginning with vowel letters to words of more than one syllable</li> <li>-Prefix- sub</li> <li>-Adding suffixes beginning with vowel letters to words of more than one syllable</li> <li>-Prefix- super</li> <li>Common exception words</li> </ul>	<p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>-Possessive apostrophe with singular and plural words</li> <li>-Prefixes- im, ir, re</li> <li>-Word endings -tion, -sion, -ssion and -cian</li> <li>-Prefix- inter</li> <li>-The suffix -ous</li> <li>-Prefix- anti and auto</li> <li>-i spelt y as in myth</li> <li>-Words with the /k/ sound spelt ch (Greek in origin)</li> <li>-Words with the /ʃ/ sound spelt ch (mostly French in origin)</li> <li>-Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)</li> <li>-Words with the /k/ sound spelt ch (Greek in origin)</li> <li>-Words with the /ʃ/ sound spelt ch (mostly French in origin)</li> <li>-Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)</li> <li>-ce- science, discipline</li> <li>-Words with the /e_ɪ/ sound spelt ei, eigh, or ey</li> <li>-Common exception words</li> </ul>	<p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>-Endings which sound like /ʃəs/ spelt -cious or -tious</li> <li>-Endings with cial and tial</li> <li>-Words ending in -ant, -ance, -ancy</li> <li>-Words ending in, -ent, -ence and -ency</li> <li>-Homophones and near-homophones</li> <li>-Words containing the letter-string ough</li> <li>-Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</li> <li>-Common exception words</li> </ul>	<p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>-Words ending in -ably and -ibly</li> <li>-Words ending in -ible and -able</li> <li>-Homophones and near-homophones</li> <li>-Adding suffixes beginning with vowel letters to words ending in fer</li> <li>-The 'i before e except after c' rule generally applies to words when the sound is /ee/</li> <li>-Use of the hyphen-hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.</li> <li>-Common exception words</li> </ul>
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			<div>homophones</div> <div>-Words ending in –tion</div> <div>-Homophones and near-homophones</div> <div>-Suffixes- ment, ness, ful, less and ly</div> <div>-The possessive apostrophe (singular nouns)</div> <div>-Contractions</div> <div>-Homophones and near-homophones</div> <div>-Common exception words</div>				
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## Speaking and Listening

	<b>Reception</b> -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. -Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. -Offer explanations for why things happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. -Sings a range of well-known nursery rhymes and songs. -Performs songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music. -Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	<b>Year 1</b> -To listen to others in a range of situations and usually respond appropriately. -To understand instructions with more than one point in many situations. -To begin to ask questions that are linked to the topic being discussed. -To answer questions on a wider range of topics.  -To speak clearly in a way that is easy to understand. -To speak in front of larger audiences, e.g. in a class assembly, during a show 'n' tell session. -To know when it is their turn to speak in a small group presentation or play performance. -To take part in a simple role play of a known story. -To use appropriate vocabulary to describe their immediate world and feelings. -To think of alternatives for simple vocabulary choices. -To organise their thoughts into sentences before expressing them. -To be able to describe their immediate world and environment. -To retell simple stories and recounts aloud. -To recognise when it is their turn to speak in a discussion. -To recognise that different people will have different responses and that these are as valuable as their own opinions and ideas.	<b>Year 2</b> -To listen carefully and respond with increasing appropriateness to what has been said, e.g. make a helpful contribution when speaking in a small reading group. -To fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear. -To attempt to follow instructions before seeking assistance. -To show that they are following a conversation by asking relevant and timely questions. -To answer questions using clear sentences. -To begin to give reasoning behind their answers when prompted to do so. -To speak confidently within a group of peers so that their message is clear. -To practise and rehearse reading sentences and stories aloud. -To take on a different role in a drama or role play and discuss the character's feelings. -To recognise that sometimes speakers talk differently and discuss reasons why this might happen. -To start to use subject-specific vocabulary to explain, describe and add detail. -To suggest words or phrases appropriate to the topic being discussed. -To start to vary language according to the situation between formal and	<b>Year 3 and Year 4</b> -To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers. -To follow instructions in a range of unfamiliar situations. -To recognise when it is needed and ask for specific additional information to clarify instructions. -To generate relevant questions to ask a specific speaker/audience in response to what has been said. -To regularly offer answers that are supported with justifiable reasoning. To use intonation when reading aloud to emphasise punctuation. -To practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers. -To take on a specific role in role-play/drama activities and participate in focused discussion while remaining in character. -To discuss the language choices of other speakers and how this may vary in different situations. -To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. -To know and use language that is acceptable in formal and informal situations with increasing confidence. -To recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way. -To give descriptions, recounts and narrative retellings with specific details to actively engage listeners. -To debate issues and make their opinions on topics clear. -To adapt their ideas in response to new information. -To engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants. -To begin to challenge opinions with respect. -To engage in meaningful discussions in all areas of the curriculum.	<b>Year 5 and Year 6</b> -To listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views, e.g. participate in a collaborative project where they listen to the ideas of others and adapt these to meet the needs of the group. -To make improvements based on constructive feedback on their listening skills. -To follow complex directions/multi-step instructions without the need for repetition. -To ask questions which deepen conversations and/or further their knowledge. -To understand how to answer questions that require more detailed answers and justification. -To articulate and justify answers with confidence in a range of situations. -To narrate stories with intonation and expression to add detail and excitement for the listener. -To participate confidently in a range of different performances, role -To use feedback from peers and teachers (and from observing other speakers) to make improvements to the performance. -To gain, maintain and monitor the interest of the listener(s). -To combine vocabulary choices, gestures and body movement to take on and maintain the role of a character. -To select and use appropriate registers for effective communication. -To use relevant strategies to build their vocabulary. -To use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose -To speak audibly, fluently and with a full command of Standard English in all situations. -To use a broad, deep and rich vocabulary to discuss abstract concepts and a wide range of topics. -To confidently explain the meaning of words and offer alternative synonyms.  -To plan and present information clearly with ambitious added detail and description for the listener. -To participate in debates/arguments and use relevant details to support their opinions and adding humour where appropriate. -To communicate confidently across a range of contexts and to a range of audiences. -To articulate and justify arguments and opinions with confidence. -To give well-structured descriptions, explanations, presentations and narratives for different purposes, including for expressing feelings.
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			<div>informal.</div> <div>-To usually speak in grammatically correct sentences.</div> <div>-To talk about themselves clearly and confidently.</div> <div>-To verbally recount experiences with some added interesting details.</div> <div>-To offer ideas based on what has been heard.</div>			<div>-To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</div> <div>-To make references back to their original thoughts when their opinions have changed and give reasons for their change of focus.</div> <div>-To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence.</div> <div>-To engage in longer and sustained discussions about a range of topics.</div> <div>To consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others.</div> <div>-To ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions.</div> <div>-To offer an alternative explanation when other participant(s) do not understand.</div>	
<div>Oracy</div> <div>Physical</div> <div>Strand</div>	<div>Reception</div> <div>-Speak clearly with appropriate volume.</div> <div>-Look at who is talking and who you are talking to.</div> <div>-Begin to use gestures to support delivery meaning e.g. pointing at parts of a plant they are discussing.</div>	<div>Year 1</div> <div>-Speak clearly and confidently in a range of contexts.</div> <div>-Use appropriate tone of voice in the right context e.g. To project their voice to a large audience -</div> <div>Continue to use and develop gesture to support delivery.</div>	<div>Year 2</div> <div>-Speak clearly and confidently with appropriate volume and pace in a range of contexts.</div> <div>-Begin to use a range of appropriate gestures to support speech e.g. gesturing towards someone if referencing their idea.</div> <div>-Use body language to show active listening and support meaning when speaking e.g. nodding along, facial expressions.</div>	<div>Year 3</div> <div>-Develop the use of a range of appropriate gestures that support the delivery of ideas e.g. gesturing towards someone if referencing their ideas.</div> <div>-Use intonation to convey meaning e.g. the role of a ‘character’ in hot seat activity.</div> <div>-Consider position and posture when addressing an audience e.g. Where you would stand in a debate.</div>	<div>Year 4</div> <div>-Deliberately select movement and gesture when addressing an audience</div> <div>-To use pauses for effect in presentational talk e.g. when telling an anecdote or joke</div> <div>-Use the appropriate tone of voice in the right context e.g. speaking calmly when resolving an issue in the playground.</div>	<div>Year 5</div> <div>-Deliberately varies tone of voice in order to convey meaning e.g. speaking authoritatively during an expert talk, or speaking with pathos when telling a sad part of a story</div> <div>-Through having time to rehearse, project their voice to a large audience and recall information fluently.</div> <div>-Gestures become increasingly natural when speaking.</div> <div>Consciously adapt tone, pace and volume of voice within a single context.</div>	<div>Year 6</div> <div>-Speak fluently in front of an audience using different tones of voice to ensure the audience remain engaged.</div> <div>-Have a stage presence through using appropriate body language when performing.</div> <div>-Consciously adapt tone, pace and volume of voice.</div>

<b>Oracy Linguistic Strand</b>	<b>Reception</b> -Use talk in play to practice new vocabulary e.g. lighter, heavier -Begin to speak in full sentences joining phrases with words such as 'if, because, so, could, but'	<b>Year 1</b> -Speak in sentences using joining <i>phrases</i> to link ideas -Using vocabulary appropriately specific to the topic in hand e.g. lighter/heavier rather than bigger and smaller -Take opportunities to try out new language, even if it is not always correctly used. -Use sentence stems to link to other's ideas in group discussion e.g. 'I agree with... because...' 'linking to...' Use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally	<b>Year 2</b> -Speaking in sentences using joining phrases to create longer sentences e.g. providing explanations using because. -Apply learning in English of informal and formal language to choose which to use in a range of scenarios. -Use scaffolded sentence stems provided by a teacher to signal when they are building or challenging others' ideas in group'. E.g I agree/disagree with x because...	<b>Year 3</b> -Be able to use technical vocabulary to describe their own and others' talk. -Use specialist vocabulary relevant to the topic being taught e.g. archaeologist - artefact -Make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable'	<b>Year 4</b> -Carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of the talk e.g. to persuade or to entertain	<b>Year 5</b> -Use an increasingly sophisticated range of sentence stems with fluency and accuracy to cite evidence and ask probing questions. E.g Science I predict ..... The evidence suggests that ..... I believe .... It went well because ..... -Consider the words and phrases used to express their ideas and how this supports the purpose of talk	<b>Year 6</b> -Use and innovate an increasingly sophisticated range of sentence stems with fluency and accuracy, building on those used in Y5. -Vary sentence structures and length for effect when speaking. Be comfortable using idioms and expressions.
<b>Oracy Cognitive Strand</b>	<b>Reception</b> -Use 'because' to develop their ideas. -Make relevant contributions that match what has been asked. -Ask simple questions. -Describe events that have happened to them, starting to develop further details.	<b>Year 1</b> -Offer reasons for their opinions. -Recognise when they haven't understood something and ask a question e.g. what do you mean? -Disagree with someone else's opinion politely. -Explain ideas and events in chronological order.	<b>Year 2</b> -Ask questions to find out more about a subject. -Build on others' ideas in discussions. -Draw comparisons between what has been said and their own and others' experiences.	<b>Year 3</b> -Offer opinions that aren't their own e.g. taking on the role of Caesar's advisors to invade/not invade Britain. -Begin to reflect on discussions and their own oracy skills and identify areas of strength and areas to improve. -Reach shared agreement in discussions	<b>Year 4</b> -Give supporting evidence e.g. citing a text (using sentence stems) a previous example or a historical event. -Ask probing questions such as: "What would happen if we changed the ending of the story?" and "Why do plants need sunlight to grow?"  -Reflect on their own oracy skills and identify areas of strength and areas to improve and begin to set own targets.	<b>Year 5</b> -Draw upon knowledge of the world to support their own point of view. -To explore and discuss different perspectives. -To be able to give supporting evidence e.g. citing a text, a previous example or a historical event. -Identify when a discussion is going off topic and be able to bring it back on track with support and use of sentence stems e.g. That might be true, however, what do you think about ...?	<b>Year 6</b> -Construct a detailed argument or complex narrative. -Spontaneously respond to and offer increasingly complex questions, citing evidence where appropriate. For example: -How did you get that answer? -If .... changed would you still get the same results? -Encourage a growth mindset and allow children to share their findings and answers. -Always expect the children to give a reason with their responses, and to explain it to their partner to aid learning. -Reflect on their own and others' oracy skills and identify how to improve.



<p style="text-align: center;"><b>Oracy Social and Emotional Strand</b></p>	<ul style="list-style-type: none"> <li>-Look at someone who is speaking to them.</li> <li>-Wait for a turn. Taking turns to speak, when working in a group.</li> </ul>	<ul style="list-style-type: none"> <li>-Listen and respond appropriately to others.</li> <li>-Be willing to change their mind based on what they have heard and start to consider other people's point of view.</li> <li>-Begin to organise group discussions independently of an adult</li> </ul>	<ul style="list-style-type: none"> <li>-Start to develop an awareness of audience e.g. what might interest a certain group.</li> <li>-Start to show awareness of others who have not spoken and invite them into the discussion e.g. saying their name, asking them a question, turning to them.</li> <li>-Recite/deliver short prepared material to their teachers and classmates.</li> </ul>	<ul style="list-style-type: none"> <li>-Speak with confidence in front of an audience (<i>class or year group such as presenting in Skills Builder challenge days</i>).</li> <li>-Begin to recognise different roles within group talk e.g. chairperson.</li> <li>-Adapt the content of their speech for a specific audience e.g. conscience alley to articulate different points of view.</li> </ul>	<ul style="list-style-type: none"> <li>-Use more natural and subtle prompts for turn taking such as: After a personal anecdote or sharing: 'What about you? Have you ever been on a school trip like that?'</li> <li>Building on someone else's idea: 'I like that idea, how about we...'</li> <li>Encouraging a quieter peer to contribute: 'What do you think we should do X?'</li> <li>-Start to develop empathy with an audience by using comments such as, 'I know some of us might find this topic a bit sad...' or 'I asked X about this because he likes animals.'</li> <li>-Consider the impact of their words on others when giving feedback.</li> </ul>	<ul style="list-style-type: none"> <li>-Listen for extended periods of time including notetaking, drawing visual, for example during Skills Builder Activities.</li> <li>-Adapt the content of their speech for a specific audience e.g. use of humour.</li> <li>-Speak with flair and passion in a variety of contexts modelled by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>-Use humour effectively.</li> <li>-Begin to be able to read a room or a group and take action accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions.</li> </ul>
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# English Scheme of Work

## Teaching Reading Comprehension



Bankfields Primary





## Principle Teaching Methods

### Sharing Books

Sharing good quality, stimulating books with children is one of the first steps in learning to read and an enjoyable experience that children should regularly be involved in. Children need to learn very basic skills such as how to use the contents or glossary to locate information quickly in non-fiction books and how to read expressively with the correct expression and intonation. All of these skills should be modelled by teachers to increase children's confidence and enhance their reading experience.

### One to One Reading

One to one reading is essential right across school so that children can be supported with decoding and word recognition. Adult questioning about the texts can help with developing very basic comprehension skills whilst reading progress can be closely monitored. With regular one to one reading opportunities, children can be encouraged to read more challenging texts, developing fluency and stamina.

### Shared Reading

Shared reading involves the teacher demonstrating reading strategies using a shared text. A suitable text would be one that the children would find a little difficult to read independently; therefore, ensuring that the children are challenged and would benefit from teacher direction. Reading aloud allows children to access high level texts, enables them to hear how unfamiliar language and sentence structures should sound and is proven to aid comprehension of a text; teachers should regularly read aloud to children. The Teachers as Readers project also found that hearing books read aloud gave children a model for their own independent reading. Children also benefit from opportunities to read aloud themselves.

### Guided Reading

During a guided reading session, the group works on an appropriately challenging text. It provides an opportunity to discuss reading strategies; group and independent reading where strategies can be applied and text interrogation. In order for it to be most effective, it will need to be carefully planned, so that it does not just become a 'reading round' activity. Teachers will need to have clear expectations of what reading skill is being taught in each session. 'Book talk' - where an adult models a reader's thought and encourages children to do the same - can be the most enjoyable part of a reading lesson. If children have already independently given written responses to questions, a discussion will provide them with the opportunity to add to or edit their answers. A guided reading session should also include the teacher giving model answers to questions, either verbally or in writing. During a progression of guided reading lessons, children should always have the opportunity to independently apply their reading skills.

### Effective Questioning

Don't just ask random questions, have random discussions or use random texts – be deliberate. Ask: "What particular reading skill do I want the children to work on today?" and design all the elements of the lesson around this. It seems obvious, but many reading lessons are based on answering whatever questions spring to mind. Instead, teachers should read the text and look for opportunities to teach, for example, inference skills, or vocabulary skills. Effective questioning has a very important role to play in reading lessons, not only as part of whole-class or group discussions, but on a one-to-one basis. If a child asks a question, a skilful teacher will ask a question in return and refer the child back to the text, rather than instantly providing a model answer. Many pre-made comprehension activities do not have clearly written questions so the ability to write unambiguous, bespoke comprehension questions is also a must.

### Pre-teach Vocabulary

Having a good vocabulary is the gateway to understanding - if we don't understand the words we read, then we can't understand a text. The 2016 KS2 test specifically tested vocabulary, so we need to provide children with opportunities to hone skills such as morphemic and contextual analysis. It's also a good idea to explicitly teach unfamiliar words before children encounter them in the text.



## Principle Teaching Methods

### Independent Reading

Reading is rarely collaborative. So, whether preparing children for tests or not, we need to set them up to be independent readers – for future schooling and for their own pleasure. Anderson, Wilson, and Fielding (1) found that the amount of time students spent in independent reading was the best predictor of reading achievement. However, children shouldn't spend endless amounts of time reading without purpose; all reading in the classroom should be purposeful.

### Paired Reading

This strategy can be used in individual reading sessions. When reading one to one, an adult can read with the child until the child signals that they are ready to read by themselves. If the child then makes a reading error or pauses for longer than five seconds, the adult begins reading with the child again until the signal is made.

### Reciprocal Reading

The children use a set of four reading comprehension strategies on a common text in small groups. This technique was developed by reading researchers, Ann Brown and Ann-Marie Palincsar during the 1980s. It was designed to enhance comprehension skills in struggling readers and operates on a simple system where there are four key roles that the children take turns in experiencing over a number of sessions. A related approach called ReQuest is where the reciprocal reading model has been adapted to whole class teaching. Before reciprocal reading can be used successfully by the children, they will need to be taught and given time to practise the four main strategies so that they are able to operate confidently in each role. Clearly the procedure will require careful text selection and lots of teacher guidance, but there is a lot of research that shows how successful the technique can be in improving comprehension skills. This model works well as an activity that can be used during a lunchtime reading club.

1. The summariser will read aloud a section of the text whilst the other children follow silently. When finished, the child will give a brief summary of the key points of the section.
  2. The questioner will pose specific questions about the section and may also point out any unclear points, puzzling information or unfamiliar words.
  3. The clarifier will try to address the confusing parts and attempt to answer the questions that were posed.
  4. The predictor will then offer sensible guesses about the next part of the text, e.g. what further information may be included; what the next events in the story may be and what may happen next to certain characters etc.
- Depending on the age and how well trained the children are, roles in the group then rotate one place to the right and the next section is read. However, it may be more appropriate for the roles to be rotated at the beginning of the next reciprocal reading session.

### Accelerated Reader

The importance of daily personalised reading practice cannot be overstated. Recent studies indicate that when children spend 20 minutes a day reading suitably challenging books, which they successfully comprehend (demonstrated by achieving 85% or more on the reading practice quiz), then they will achieve optimal reading age growth. This is the power of personalised practice that we are passionate about here at Bankfields Primary School.

Accelerated Reader helps all children become better readers from pupils with special needs to those who are gifted and talented. AR encourages children to read for at least twenty minutes each day and rewards effort and achievement. When children read books at their appropriate level they experience success and grow in confidence and reading stamina. The teachers work with children to set appropriate targets based on each child's reading ability.

What is Accelerated Reader? AR is a computer program that helps teachers manage and monitor children's independent reading practice in school. A child picks a book according to his/her ZPD range (zone of proximal development) and reads it at his/her own pace. When finished, the pupil takes a short quiz on an iPad. Passing the quiz, is an indication that they understood what has been read. AR gives both children and teachers feedback based on the quiz results, which the teacher then uses to help the child set targets and direct ongoing reading practice.



## Principle Teaching Methods

Children using AR choose their own books to read, rather than having one assigned to them. This makes reading a much more enjoyable experience as they can choose books that are interesting to them.

Teachers determine a child's reading level using the STAR Reading™ test, which is a computerised reading assessment that uses computer-adaptive technology. Questions continually adjust to the child's responses. If the child's response to a question is correct, the difficulty level of the next question is increased. If the child misses a question, the difficulty level of the next question is reduced. The test uses multiple-choice questions and takes approximately 20 minutes. In independent literature-based reading, ZPD is the range of books that will challenge a child without causing frustration or loss of motivation. A child will receive a ZPD range after taking a STAR Reading test. It is important for children to read with a high degree of comprehension and within their ZPDs. ZPDs will be adjusted based on the needs of the child, and their pass rates when they complete each reading quiz.

### Reading Comprehension Lessons

In KS2 at Bankfields Primary School, we dedicate one English lesson per week to help children to record written answers concisely, accurately and confidently when answering reading comprehension questions connected to pieces of fiction and non-fiction texts similar to ones used in assessments. Teachers provide strategies; demonstrate model answers and give effective feedback to encourage pupils to use the evidence from the text to help formulate relevant responses.

Through our daily English lessons, children are introduced to a range of fiction and non-fiction genres using shorter pieces, which are analysed and often internalised before being used as a basis for our writing projects. Through this structured and thorough approach, teachers are able to model and demonstrate how to read as writers, encouraging pupils to discuss unfamiliar vocabulary, and to identify the language and organisational features of different text types in order to explain their effectiveness.

### Reading Plus

Seventy percent of non-proficient pupils read inefficiently—they struggle to move their eyes smoothly and comfortably over lines of texts at an appropriate rate. These students are often assessed for gaps in foundational skills and comprehension, when the actual hurdle is reading inefficiency. As a result, these inefficient readers often receive instruction and practice for the wrong issue and continue to struggle. Reading Plus not only assesses efficiency, but also measures and increases motivation and comprehension. Pupils are given choice and control to practise at their own pace with a program that uses adaptive technology in a truly meaningful way. Reading Plus empowers pupils and teachers by connecting rich assessment data to personalised digital learning and teacher-led instruction, making it a useful reading intervention tool for vulnerable readers in year five and year six.

### Sounds-Write

This synthetic phonics programme offers the classroom and special needs teacher an instructional method that works because, as the Rose Review recommended, it is a highly structured, cumulative, sequential, explicit and code-oriented instructional programme for teaching all children to read and spell. Sounds-Write provides the classroom practitioner with rigorous training in how to teach reading and spelling from the moment children begin their schooling in the Foundation Stage, throughout Key Stage 1 and into Key Stage 2. In addition, the programme also provides a highly successful intervention for special needs teachers working at primary, secondary and tertiary levels of education.



## Teaching Reading Comprehension

### Important Teaching Points:

1. It is vital that in reading comprehension lessons children are exposed to the full range of text types across the year. A simple way of ensuring this occurs is to use the same text used as a model for writing in English lessons devoted to the teaching of reading comprehension. Every year, pupils should experience the following texts:
  - whole novels
  - short stories
  - poetry
  - play scripts
  - all non-narrative genres
2. Each content domain should be taught throughout the year alongside a range of formats so that the children have had a wealth of experience answering all question types orally and in written form during their journey through each key stage. It is worth noting that in comprehension tests that there is a heavier weighting in favour of 2a, 2b, 2d and 2g content domains.
3. When planning for reading comprehension lessons in English, it is important to ensure that children are taught how to answer particular question types and domains through modelled, shared and guided written answers. However, this should always be followed by regular opportunities for children to practise formulating answers independently based upon a cold text.
4. Children need to be aware of how many marks a question is worth. This will help them to know the number of different points they will have to make in their answer. They should be encouraged to use the P.E.E. technique, which is particularly useful for longer answers. In order to achieve each mark, they should make a point and explain using evidence from the text. Children should never be allowed to just copy chunks from the text without explaining what it means unless of course it is a find and copy style question.
5. Before beginning an answer, children must be trained to locate evidence through following directions given at the top of the page or in the question itself. Skimming, scanning and highlighting the text are useful strategies for locating the correct information efficiently. They must become excellent 'text detectives'! Children must be encouraged to read around the evidence to ensure they find all the relevant details.
6. Two comprehension crunch tasks to be included in whole class guided reading sessions each week where children are provided with experience of teacher modelling comprehension questions based upon the novel they are analysing as a class. Teachers should demonstrate how to make a point, and then to explain using the evidence in the text.
7. A reading comprehension lesson to be included once a week in every year group to focus on test technique teaching and training under timed conditions with cold texts. Teachers to give children strategies for determining the meaning of unknown words, encouraging and facilitating resilience and independence.
8. Critical thinking tasks or graphic organisers based on the Focus training model to be included in a sequence of English lessons where children are presented with visual stimuli and asked to formulate their own questions to encourage deep thinking. Once questions have been suggested, children are to then categorise questions under the headings What do you know? What can be inferred? What could be predicted? What could be investigated?
9. After school reading comprehension booster lessons delivered to children in small target groups where questions are marked as the children work so that they can act upon immediate feedback, correcting and improving answers which are incorrect or underdeveloped.





## Reading Content Domains

### The Reading Content Domains

The content domains set out the relevant elements from the national curriculum programme of study (2014) for English both key stages that are assessed in the English reading test. The tests will, over time, sample from each area of the content domain. The following table shows the content domains, which set out how elements of the curriculum will be defined for test development purposes. Whilst the content domains are based on the national curriculum they do not include the national curriculum programme of study for reading in its entirety, and therefore it is essential that teachers still plan their lessons using the national curriculum.

KS1	Content Domains
1a	Draw on knowledge of vocabulary to understand texts.
1b	Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.
1c	Identify and explain the sequence of events in texts.
1d	Make inferences from the text.
1e	Predict what might happen on the basis of what has been read so far.

KS2	Content Domains
2a	Give / explain the meaning of words in context.
2b	Retrieve and record information / identify key details from fiction and non-fiction.
2c	Summarise main ideas from more than one paragraph.
2d	Make inferences from the text / explain and justify inferences with evidence from the text.
2e	Predict what might happen from details stated and implied.
2f	Identify / explain how information / narrative content is related and contributes to meaning as a whole.
2g	Identify / explain how meaning is enhanced through choice of words and phrases.
2h	Make comparisons within the text.



## KS1 Reading Content Domains

KS1	Content Domains
1a Draw on knowledge of vocabulary to understand texts.	<ul style="list-style-type: none"> <li>• What does this... word/phrase/sentence... tell you about... character/setting/mood etc?</li> <li>• Highlight a key phrase or line.</li> <li>• By using this word, what effect has the author created?</li> <li>• In the story, 'x' is mentioned a lot. Why?</li> <li>• The writer uses words like ... to describe ....</li> <li>• What does this tell you about a character or setting?</li> <li>• What other words/phrases could the author have used?</li> <li>• The writer uses ...words/phrases...to describe ... How does this make you feel?</li> <li>• How has the writer made you and/or character feel ...happy /sad/angry/frustrated/lonely/bitter etc?</li> <li>• Can you find those words?</li> <li>• Which words and /or phrases make you think/feel...?</li> </ul>
1b Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.	<ul style="list-style-type: none"> <li>• Where/when does the story take place?</li> <li>• What did s/he/it look like?</li> <li>• Who was s/he/it? Where did s/he/it live?</li> <li>• Who are the characters in the book? Where in the book would you find...?</li> <li>• What do you think is happening here?</li> <li>• What happened in the story? What might this mean?</li> <li>• Through whose eyes is the story told?</li> <li>• Which part of the story best describes the setting?</li> <li>• What part of the story do you like best? What evidence do you have to justify your opinion? Find, it. Prove it.</li> <li>• How do the title/contents page/chapter headings/glossary/index... help me find information in this book?</li> <li>• Which part of the text should I use to find...?</li> <li>• Why has the author organised the information like this?</li> </ul>
1c Identify and explain the sequence of events in texts.	<ul style="list-style-type: none"> <li>• What happens first in the story? Use three sentences to describe the beginning, middle and end of this text?</li> <li>• You've got 'x' words; sum up this story.</li> <li>• Sort these sentences/paragraphs/chapter headings from the story</li> <li>• Make a table/chart to show what happens in different parts of the story?</li> <li>• Why does the main character do 'x' in the middle of the story?</li> <li>• How does the hero save the day at the end of the story?</li> </ul>



## KS1 Reading Content Domains

KS1	Content Domains
1d Make inferences from the text.	<ul style="list-style-type: none"><li>• What makes you think that?</li><li>• Which words give you that impression?</li><li>• How do you feel about...?</li><li>• Can you explain why...?</li><li>• I wonder what the writer intended?</li><li>• I wonder why the writer decided to...?</li><li>• What do these words mean and why do you think the author chose them?</li></ul>
1e Predict what might happen on the basis of what has been read so far.	<ul style="list-style-type: none"><li>• Look at the cover/title/first line/chapter headings...what do you think will happen next?</li><li>• How have the cover/title/first line/chapter headings...helped you come up with this idea?</li><li>• What do you think will happen to the goodie/baddie/main character?</li><li>• Why do you think this? What will happen next? Why do you think this? Are there any clues in the text? Can you think of another story, which has a similar theme; e.g. good over evil; weak over strong; wise over foolish? Do you think this story will go the same way?</li><li>• Which stories have openings like this? Do you think this story will develop in the same way?</li><li>• Why did the author choose this setting? How will that effect what happens next?</li><li>• How is character X like someone you know? Do you think they will react in the same way?</li></ul>



## KS2 Reading Content Domains

KS2	Content Domains
2a Give / explain the meaning of words in context.	<ul style="list-style-type: none"> <li>The writer uses words like ... to describe .... What does this suggest about... (character/setting)?</li> <li>What other words/phrases could the author have used?</li> <li>Which word most closely matches the meaning of the word x?</li> <li>The writer uses ...words/phrases...to describe ... How does this make you feel?</li> <li>Which of these words..... is a synonym for (choose a word from the text)?</li> <li>Find and copy one word meaning.....</li> <li>Give the meaning of the word..... in this sentence</li> <li>Circle the correct option to complete this sentence (provide synonyms/phrases with similar meanings to replace at the end of the sentence)</li> <li>What does this phrase mean? (idiomatic or figurative language)</li> </ul>
2b Retrieve and record information / identify key details from fiction and non-fiction.	<ul style="list-style-type: none"> <li>Where/when does the story take place?</li> <li>What did s/he/it look like? Where did s/he/it live?</li> <li>Who are the characters in the book?</li> <li>Where in the book would you find...?</li> <li>What is happening at this point in the text?</li> <li>What happened in the story?</li> <li>Through whose eyes is the story told?</li> <li>Which part of the story best describes the setting?</li> <li>What part of the story do you like best? Find evidence to support your opinion.</li> <li>What evidence do you have to justify your opinion?</li> <li>Write down 3 things you are told about ... (character/setting/subject of the text)</li> <li>What was revealed at .... (beginning, middle, end, paragraph)</li> <li>Which of these statements is true/false?</li> </ul>
2c Summarise main ideas from more than one paragraph.	<ul style="list-style-type: none"> <li>What is the main point in this paragraph?</li> <li>Can you sum up what happens in these three/four/five... paragraphs?</li> <li>You've got 'x' words; sum up these paragraphs.</li> <li>Sort the information in these paragraphs. Do any of them deal with the same information?</li> <li>Make a table/chart to show the information in these paragraphs.</li> <li>Which is the most important point in these paragraphs? How many times is it mentioned?</li> <li>Write sub-headings for each paragraph.</li> </ul>
2d Make inferences from the text / explain and justify inferences with evidence from the text.	<ul style="list-style-type: none"> <li>What makes you think that?</li> <li>Which words give you that impression?</li> <li>How can you tell that...?</li> <li>Can you explain why...?</li> <li>Explain what x (phrase with challenging vocabulary) suggests about x.</li> <li>What does this... word/phrase/sentence... imply about... (character/setting/mood)?</li> </ul>



## KS2 Reading Content Domains

KS2	Content Domains
2e Predict what might happen from details stated and implied.	<ul style="list-style-type: none"> <li>• Can you think of another story, which has a similar theme; e.g. good over evil; weak over strong; wise over foolish? Do you think this story will go the same way?</li> <li>• Do you know of another story which deals with the same issues; e.g. social; moral; cultural? Could this happen in this story?</li> <li>• Which other author handles time in this way; e.g. flashbacks; dreams?</li> <li>• Which stories have openings like this? Do you think this story will develop in the same way?</li> <li>• Why did the author choose this setting? Will that influence how the story develops?</li> <li>• How is character X like someone you know? Do you think they will react in the same way?</li> <li>• Do you think x will happen? Tick one (from yes/no/maybe). Explain your answer with evidence from the text.</li> </ul>
2f Identify / explain how information / narrative content is related and contributes to meaning as a whole.	<ul style="list-style-type: none"> <li>• Explain why a character did something.</li> <li>• Explain a character's different/changing feelings throughout a story. How do you know?</li> <li>• What are the clues that a character is liked/disliked/envied/feared/loved/hated etc...?</li> <li>• What is similar/different about two characters?</li> <li>• Why is 'x' (character/setting/event) important in the story?</li> <li>• What themes run through this story? Does this story have a moral or a message?</li> <li>• Why do you think the author chose to use a... question/bullet/subheading/table etc to present the information?</li> <li>• How does the title/layout encourage you to read on/find information?</li> <li>• Where does it tell you that...(could be information contained in headings/glossaries/labels etc.)?</li> <li>• Why has the author written/organised the text in this way?</li> <li>• In what ways do the illustrations support the instructions?</li> <li>• How could these instructions/information/illustrations be improved?</li> <li>• Draw lines to match each part of the text to the correct quotation.</li> </ul>



## KS2 Reading Content Domains

KS2	Content Domains
<p>2g Identify / explain how meaning is enhanced through choice of words and phrases.</p>	<ul style="list-style-type: none"> <li>• What does the word 'x' tell you about 'y'?</li> <li>• Find two or three ways that the writer tells you 'x'.</li> <li>• What does this... word/phrase/sentence... tell you about... character/setting/mood etc?</li> <li>• Highlight a key phrase or line. By writing a line in this way what effect has the author created?</li> <li>• In the story, 'x' is mentioned a lot. Why?</li> <li>• The writer uses words like ... to describe .... What does this tell you about a character or setting?</li> <li>• What other words/phrases could the author have used?</li> <li>• The writer uses ...words/phrases to describe ... How does this make you feel?</li> <li>• What do you think the writer meant by... 'x'?</li> <li>• Which words do you think are most important? Why?</li> <li>• Which words do you like the best? Why?</li> <li>• The author makes an action/description 'like' something else. Why?</li> <li>• The author states that 'x' is something it isn't. What is the effect of this? Why have they done this?</li> <li>• Highlight a key phrase or line. By writing a line in this way what effect has the author created?</li> <li>• How has the writer made you and/or character feel ...happy /sad/angry/frustrated/lonely/bitter etc?</li> <li>• What do these words mean and why do you think the author chose them?</li> <li>• What impression do these words... give you about... (use a synonym for the previous words)?</li> </ul>
<p>2h Make comparisons within the text.</p>	<ul style="list-style-type: none"> <li>• Describe different characters' reactions to the same event in a story.</li> <li>• How is it similar to ...?</li> <li>• How is it different to ...?</li> <li>• Is it as good as ...?</li> <li>• Which is better and why?</li> <li>• Compare and contrast different character/settings/themes in the text</li> <li>• What do you think about the way information is organised in different parts of the text? Is there a reason for why this has been done?</li> </ul>



# English Scheme of Work

## Sounds - Write



## Bankfields Primary





## Sounds - Write (The Initial Code)

Being able to read is the most important skill children learn during their early schooling and will have far-reaching implications for life-long confidence, well-being and ultimately gaining employment.

### Why are we a Sounds - Write School?

Sounds-Write's instructional method works effectively because it:

- can be easily implemented in the classroom with the minimum of expense, planning and preparation
- provides clearly structured, easy-to-follow lesson plans
- is developmentally appropriate for beginning readers in YR, Y1 and Y2
- offers fast and highly effective intervention for children at all levels who have fallen behind in their reading and spelling
- is a real phonic programme that teaches in simple steps how the sounds of the language are represented by the writing system
- places emphasis on giving practice that is grounded in physical, concrete experience of the ideas and conceptual understanding the pupils need to assimilate
- teaches the three essential skills of segmenting, blending and phoneme manipulation necessary for reading and spelling throughout the programme on a daily basis until all pupils achieve the automaticity that underlies the fluency of every successful reader.

### Key Principles

- The programme is fundamentally anchored in the 44 sounds of the language and teaches the letters and combinations of letters (spellings) that are representations of those sounds. These sounds can be commonly represented in around 175 ways.
- It is important to teach children to make the connection between sounds and the way in which those sounds are represented.
- Children must be taught the skills of segmenting, blending and phoneme manipulation. These skills are fundamental to being able to use the alphabet code efficiently in fluent reading and spelling. In the Sounds-Write programme they are taught from the start, using techniques which ensure a high level of competency.
- It is a crucial and overriding goal to ensure that all pupils develop a clear and unambiguous understanding that words are composed of sounds and that sounds can be represented by spellings.
- By the end of the Initial Code, the broad band of pupils making average progress should be able to read any regular word and they should be able to successfully write little stories and recounts of a few sentences in length without adult support. Their spelling will be mainly phonetic and they will have the resourcefulness to write words containing vowel sounds that they have not yet encountered in their tuition.
- It is important to understand that the programme is cumulative: that is, whatever the pupils have been exposed to, whether it be practising their skills, learning the code or enhancing their conceptual knowledge of how the code works, will be encountered again and built upon in the next stage.
- There is ample opportunity for the pupils to rehearse aloud what they are learning. It is this repeated process that enables their access to the alphabet code knowledge and their phonemic skills to become totally automatic internalised processes.
- Therefore, it is unnecessary to demand 100% accuracy of the pupils at the end of each unit. 75% to 80% accuracy is sufficient to ensure that pupils can move on to the next unit.



## Sounds-Write (The Extended Code)

- The pace of the lesson is also very important. It needs to be relatively fast. For average reception pupils, they can progress through to Unit 8 by the end of autumn term. By the end of the second term, the whole of the Initial Code can be taught, and by the end of the summer term they children should have completed the first three units of the Extended Code.
- Writing and spelling are an essential part of each lesson. When pupils write words. Saying each sound as they write its spelling, they are engaging in a multi-sensory activity.
- The programme uses simple and straightforward language that is accessible for all- sound and spelling. At meetings, teachers may prefer to use the higher resister terms phoneme and grapheme, but this programme advocates using vocabulary understood by teachers, pupils and parents.
- As a primary reading strategy simply begin with Unit 1. When teaching an older class during the implementation phase, choose an appropriate unit and move back or forwards based on the children's responses.
- When using Sounds - Write as a phonics intervention with older children, use the diagnostic test to work out which Unit they should begin with.
- The Initial Code has eleven units. Almost all the units are taught with lessons 1-4. From unit 7 to 11, lesson 5 takes the place of lesson 1.
- For each teaching session, choose a variety of lessons from the main or follow-up lessons. Choose words from the word lists to teach each lesson. Keep up a good pace as some lessons only take a few minutes for each word. Move swiftly from one activity to the next to sustain pupils' motivation and interest.
- By the end of reception, children are introduced to the Extended Code, where pupils learn that a spelling can represent more than one sound and that some sounds can be spelled in more that one way. There are two types of lessons in the Extended Code. Lessons 6-9 focus on the phonemic nature of the codes while lesson 10 focuses on the spelling of the sounds. Just as in the Initial Code, lessons should progress at a brisk pace with a variety of activities in each session. There are 50 units in the Extended Code to teach in preparation for the Phonics Screening Test.
- Key Conceptual Knowledge
  1. Letters are spellings that represent sounds.
  2. A sound may be spelled by 1, 2, 3 or 4 letters. E.g. dog, street, night, dough
  3. The same sound can be spelled in more than one way. E.g. rain, break, gate, stay
  4. Many spellings can represent more than one sound. E.g. head, seat, break
- Key Skills
  1. Blending
  2. Segmenting
  3. Phoneme manipulation



## Sounds - Write (Polysyllabic Words)

- The polysyllabic lessons run in parallel with the Extended Code. They are tightly structured and it will be necessary to discuss briefly what a syllable is. As with lessons in the Initial Code and Extended Code, lessons should be delivered at a good pace.
- In polysyllabic words, often there is a syllable that is given more prominence than the other syllable. We often call this the stressed syllable. Recognising the strong syllable in words is important because pupils need to know that weak syllables often carry a weak vowel sound called a schwa which is often not spelled as it sounds. E.g. chicken.
- Schwas do not present much difficulty when reading, but do create a major problem when spelling. When spelling phonetically, pupils often omit these vowels or substitute a different one. Sounds - Write suggests that it is helpful to teach the pupils to distinguish between a spelling voice and a speaking voice.
- There are five lessons (Lessons 11 to 15). In the first two lessons, the teacher chooses how to split the word into syllables; thereafter, the pupils will decide for themselves.

### Important Teaching Points

- The lessons are written in a script format to enable the teacher to use accurate language from the start. It is strongly recommended that teachers must follow and stick to the script.
- Always refer to the sound and not the letter name.
- Precise pronunciation of consonants is vital. Pupils should say the individual sounds separately and without an attached vowel, for example /b/ not 'buh'.
- The teacher's gestures are very important. They are indicated by blue arrows on the lesson plans. They let the pupils know exactly what we want them to do. Pupils should also be encouraged to use gestures themselves.
- Writing and spelling is a part of each lesson. Small individual A4 whiteboards are vital for each pupil to use.
- In order to keep the system and language used to teach early reading and spelling simple there are terms which are no longer deemed necessary to use in the classroom.
  - magic e or split digraph
  - long or short vowel sounds
  - silent letters
  - blends, onset and rimes
  - hard and soft sounds
  - letters don't make or say sounds.

# English Scheme of Work

## Teaching Writing



Bankfields Primary





## Teaching Writing

### The Five Writing Questions

Before beginning a piece of writing children should be able to answer the following questions to understand viewpoint, audience, purpose and level of formality.

1. Who is going to be reading your piece of writing? **(audience)**
2. Who are you pretending to be?  
(Teacher, child, parent, policeman, Prime Minister etc.) **(viewpoint)**
3. What is the purpose of the piece of writing?  
(To persuade, complain, enquire, discuss, describe, etc.) **(purpose)**
4. How should it be organised? **(language and organisational features)**
5. How formal should your writing be? **(Formality)**

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing)

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils are taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the English Scheme of Work for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.



## Teaching Writing

Bankfields' approach to the Teaching and learning of writing is to create a community of writers in which teachers write alongside children. We aim to create a writing culture where there is a love of writing from both adults and children and where children's creativity is encouraged along with regular opportunities to practise different elements of writing throughout the process. This will allow them to master age-appropriate knowledge and skills as children are taught in sufficient depth and have opportunities to practise and apply their learning.

Quality teacher-led instruction at each stage of the writing process will form the basis of effective teaching and learning. Teachers will write and share in class their own pieces in relation to topics, modelling and sharing the strategies they employ as well as appraising a range of high quality example texts.

Teachers will ensure children have sufficient knowledge and background information of topics to support them in the writing process. Staff will take ownership of planning and resourcing, ensuring lessons are adapted and responsive to meet the needs of all children.

Children will have the opportunity to write for sustained periods most days through mini-writing lessons focused on the different elements linked to a writing topic/genre and they will develop the skills to talk and present their writing in positive and constructive ways.

**Bankfields' writing process has 3 stages:**

**Stage 1 - The Investigation Stage**

**Stage 2 - Teaching and Collaboration Stage**

**Stage 3 - Show Me Stage**



## Teaching Writing

### **Stage 1 - The Investigation Stage**

- The class will discuss the genre, audience and purpose of the text. Teacher will show them model text and class will scrutinise the text. In addition, children will explore a range of other texts within the genre including examples that the teacher has written. This may include examples that have different purposes, audiences.
- Children will explore techniques, discuss preferences giving reasons why, make reasoned judgements on effectiveness.
- Explore techniques used in greater depth such as, fact and opinion, chronology, making predictions, summarisation, authorial intent, inference and deduction and expressing feelings
- Explore other genres/writing opportunities that cross over into the topic being taught (i.e. information and persuasion).

### **Stage 2 - Teaching and Collaboration**

- Modelled and shared writing. Ensuring children have examples of what a great piece looks like
- Teacher led instruction - I do, we do, you do! This is done through mini lessons where a different component of the writing is taught each day.
- Taking examples of children's work - identifying strengths and making improvements together
- Focusing on a different element each day - short writing pieces (e.g. setting the scene, character description, introductions, conclusions, argument for/against, presenting evidence/facts for persuasion.)
- Bringing in other genres that link for short pieces.
- Editing and improving short pieces.
- Extending vocabulary on working walls.
- Drama, discussions, hot seating, marketplace research activities.

### **Stage 3 - Show Me Stage**

- Box planning for final piece.
- Children have a range of options to choose from.
- Children write their sustained piece of writing linked to the given genre.





## Story Fronted Adverbials

There is a temptation to display big long lists of all possible story fronted adverbials that the children could use, when actually it would be better just to limit each ability group to a small number that they can master and internalise before being introduced to a few more the following year. The table below shows how we could consolidate and introduce them in a systematic way from Reception through to Year 6.

Year Group	Consolidate	Introduce
Reception		Once upon a time Early one morning Then Next Finally ....happily ever after
Year 1	Once upon a time Early one morning Then Next Finally ....happily ever after	After After that One day First Now Soon Suddenly By the next morning To his amazement At that moment In the end
Year 2	After After that One day First Now Soon Suddenly By the next morning To his amazement At that moment In the end	First of all After a while A moment later The next day However Meanwhile When it was all over



## Story Fronted Adverbials

Year Group	Consolidate	Introduce
<b>Year 3</b>	Suddenly By the next morning To his amazement At that moment In the end First of all After a while A moment later The next day However Meanwhile When it was all over	Immediately Later that day Eventually Without warning
<b>Year 4</b>	After a while A moment later The next day However Meanwhile When it was all over Immediately Later that day Eventually Without warning	As quick as a flash All of a sudden In the blink of an eye Before
<b>Year 5</b>	After a while A moment later The next day However Meanwhile When it was all over Immediately Later that day Eventually Without warning As quick as a flash All of a sudden In the blink of an eye Before	The very next minute Instantly A short while later
<b>Year 6</b>	After a while A moment later The next day However Meanwhile When it was all over Immediately Later that day Eventually Without warning As quick as a flash All of a sudden In the blink of an eye Before The very next minute Instantly A short while later	Between one heartbeat and the next Time seemed to stand still In an instance Almost immediately The moment seemed to last forever



## Capturing Ideas

As with the teaching of narrative writing, speaking and listening activities should also seamlessly fit in the non-narrative teaching sequence. Due to their distinctive features each text type lends itself to different speaking and listening activities that can be used at the 'capturing ideas' stage of the writing sequence.

Text Type	Activity	Examples
<b>Recount</b>	Drama/Role-play	In groups children act out a particular event from their planned sequence of events.
	Freeze-framing	Again in groups children show a living representation of certain events from their recount plan.
	Retelling	Children retell sections of the recount or all of it to partners or the whole class.
<b>Report</b>	Show and Tell	Children could present the subject of the report to the rest of the class in a show and tell type format.
	TV or radio documentaries	Presentations involving commentary, interviews and mini-dramatisations.
	Hot-seating	In role pupils answer questions from the class.
	Shared Brain	A panel answer questions on a subject they have researched.
	Just a Minute	Children must speak for a whole minute on a subject they have researched. Can also be done in pairs.
<b>Instructions</b>	Do it yourself	The children actually do or make the thing they are going to write about.
	TV demonstration	Children pretend to be on TV miming actions and providing a running commentary whilst pretending to produce the object.
<b>Explanation</b>	Shared Brain	A panel answer questions on a subject they have researched.
	Hot-seating	In role pupils answer questions from the class.
	Just a Minute	Children must speak for a whole minute on a subject they have researched. Can also be done in pairs.
<b>Persuasion</b>	Small group discussion	Discussion of open-ended questions in which the group must meet a consensus, e.g. ordering a set of statements according to importance.
	Hot-seating	In role pupils answer questions from the class.
<b>Discussion</b>	Debates	Formal debates with pupils in role presenting and responding to arguments.
	Question Time	A panel of experts are questioned by the audience.



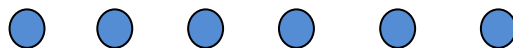
## Teaching Greater Depth Writing Techniques

Beyond Magic 20

Sentence Structure	Examples
1. An Ominous Prophecy	<ul style="list-style-type: none"> <li>I had been warned. Did I listen? Of course not! Who needs overbearing, risk-averse parents? Well, as it turns out, it seems I do...</li> <li>I never believed in magic as a child- not even for a moment. Now, I'm older and wiser, and I think maybe- just maybe there is some truth in magic after all.</li> <li>Strangers are not strangers as the saying goes, 'only friends you haven't met. Believe me- strangers can be friends you wished you hadn't met.</li> </ul>
2. Nobody Knows	<ul style="list-style-type: none"> <li>The Iron Man came to the top of the cliff. How far had he walked? Nobody knows. Where had he come from? Nobody knows. How was he made? Nobody knows.</li> <li>The van sped away with the frightened boy inside. Where had it come from? No one knew. Where was it going? No one knew. Who else was inside? No one knew.</li> </ul>
3. The Slow Reveal	<ul style="list-style-type: none"> <li>Its claws scraped along the planks, moving menacingly towards the heady scent of the distracted goat. Only the crows noted its brutal form stalking across the beams of the bridge, sensing the quickening rhythm of its breath.</li> <li>His feet padded along the balcony, slinking silently past the closed doors of the other flats. No one glimpsed his shadow flickering across the curtain or noticed the uneven rhythm of his steps until it was too late.</li> <li>Okay, so I noticed the dusty surfaces, crumbling brickwork and cracked panes of glass. Only the cleaners knew of the growing pile of rubble behind the bookcase. But how could they have guessed what was happening? Examining the silvery trails weaving in between each dislodged brick, it was hard to imagine that such tiny beasts could cause this much destruction.</li> </ul>
4. Pathetic Fallacy	<ul style="list-style-type: none"> <li>The uneven ground crumbled like a digestive biscuit under my feet as I heaved another step towards the summit. Looking below, the trees were dots to my squinting eyes in the midday heat. Beating down my back, the sun was relentless in its pursuit as I wiped the drips of salty sweat from my brow. The silence of the chasm below was deafening; suddenly eagles broke the silence and screeched above me in hunger.</li> <li>A sudden dark shadow swept across the knowing moon, momentarily blocking out its light. Lucy stumbled against a gravestone that was leaning towards the path like a cracked and crooked tooth. An owl gave a ghostly hoot.</li> </ul>
5. The Back Story	<ul style="list-style-type: none"> <li>As I reached for the plate, I felt a sharp sting in the scar on my arm (the result of an unfortunate encounter with an Alsatian).</li> </ul> <p>A secret flashed in front of her eyes (the same car screeching to a halt before speeding off with its prize) while pushing her way through the crowds to meet her best friend under the clock tower.</p>
6. Anaphora	<ul style="list-style-type: none"> <li>Tom wasn't in his bedroom. Tom wasn't in the garage. Tom wasn't in the shed. Tom was gone.</li> <li>There would be no family reunion. Nobody would laugh at my jokes. Nobody would tease me about my necklace. Nobody would speak to me ever again.</li> <li>I learned perhaps more than any university could ever teach me. I learned that the world revolves around money. I learned that there are values, virtues and morals and I learned that trust and love are important. But without money, I learned that a place is a drought in which nothing can grow.</li> </ul>
7. The Power of Three	<ul style="list-style-type: none"> <li>Angry. Confused. Alone.</li> <li>Falling. Failing. Fading.</li> <li>Perplexed. Terrified. Gone.</li> </ul>
8. Dynamic Dialogue	<ul style="list-style-type: none"> <li>Four pairs of eyes stared at her, two in embarrassment, two in shock.</li> <li>"Violet!" her father snapped. "We have guests."</li> <li>"I can see that," Violet replied in a waspish tone, attempting to hide her surprise and disdain.</li> <li>"Please begged Frankenstein. "Sit down beside me and listen."</li> <li>"Let the man speak," said Walton quietly from the cabin door.</li> <li>"All of you! I must tell all of you!"</li> </ul>

# English Scheme of Work

## Writing Objectives



Bankfields Primary





## Narrative Writing Objectives

Year Group	<b>◆ Narrative Writing:</b> Short stories, play scripts and poetry		
	Long Narrative Tasks	Short Narrative Tasks	Poetry
Nursery and Reception	<ul style="list-style-type: none"> <li>◆ Retelling of a known story</li> <li>◆ Traditional tales</li> </ul>	<ul style="list-style-type: none"> <li>◆ Simple description of a favourite part of the story.</li> <li>◆ Simple description of a character or setting.</li> <li>◆ Description of a favourite part of the story.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Singing simple rhymes</li> <li>◆ Finishing nursery rhymes</li> </ul>
Year 1 and Year 2	<ul style="list-style-type: none"> <li>◆ Retelling of a known story</li> <li>◆ Traditional tales</li> <li>◆ Picture storybooks</li> <li>◆ Historical story</li> <li>◆ Adventure story</li> <li>◆ Real life story</li> <li>◆ Myths, fables and legends</li> </ul>	<ul style="list-style-type: none"> <li>◆ Description of a character</li> <li>◆ Description of the setting</li> <li>◆ Description of an event in a story</li> <li>◆ Write an event in a story from a character's point of view.</li> </ul>	<ul style="list-style-type: none"> <li>◆ List Poems</li> <li>◆ Prayers</li> <li>◆ Riddles, poems on similar themes, puzzles, jokes, tongue twisters.</li> <li>◆ Author/poet study</li> </ul>
Year 3 and Year 4	<ul style="list-style-type: none"> <li>◆ Retelling of a known story</li> <li>◆ Traditional tale</li> <li>◆ Adventure story</li> <li>◆ Real life story</li> <li>◆ Humorous story</li> <li>◆ Myths, fables and legends</li> <li>◆ Real life story</li> <li>◆ Play script</li> <li>◆ Fantasy Story</li> </ul>	<ul style="list-style-type: none"> <li>◆ Write a letter from point of view a character in the story.</li> <li>◆ Alternative endings</li> <li>◆ Story openings</li> <li>◆ Character sketches</li> <li>◆ Setting descriptions</li> <li>◆ Suspense paragraphs</li> <li>◆ Action paragraphs</li> <li>◆ A short scene from a play</li> </ul>	<ul style="list-style-type: none"> <li>◆ Performance poetry</li> <li>◆ Shape poems</li> <li>◆ Calligrams</li> <li>◆ Haiku /Cinquain</li> <li>◆ List poems</li> <li>◆ Kennings</li> </ul>
Year 5 and Year 6	<ul style="list-style-type: none"> <li>◆ Story from a different culture.</li> <li>◆ Time-slip story</li> <li>◆ Fantasy story</li> <li>◆ Adventure story</li> <li>◆ Traditional tale</li> <li>◆ Real life story</li> <li>◆ Mystery/Suspense story</li> <li>◆ Extended story</li> <li>◆ Play script</li> </ul>	<ul style="list-style-type: none"> <li>◆ Book blurbs</li> <li>◆ Alternative endings</li> <li>◆ Story openings</li> <li>◆ Character sketches</li> <li>◆ Setting descriptions</li> <li>◆ Suspense paragraphs</li> <li>◆ Action paragraphs</li> <li>◆ Descriptions of objects, people, places and events</li> <li>◆ A short scene from a play</li> </ul>	<ul style="list-style-type: none"> <li>◆ Classic poems</li> <li>◆ Narrative poems</li> <li>◆ Performance poems</li> <li>◆ Free verse poems</li> <li>◆ Poems that reflect on an issue</li> </ul>



## KS1 Recount Writing Objectives

Year Group	<b>Recount:</b> ♦ To retell events of an outing or an event from history.		
	Language and organisational features to be taught	Form	Progression
Nursery	♦ Verbs in the past tense ♦ First person	• Description of a significant event, e.g. holidays, birthdays, visits, productions. • Description of weekly shopping visit.	Informally recounts incidents in their own life to other adults and children and listens to others doing the same. Experiment with writing in a variety of play, exploratory and role-play situations.
Reception	♦ Verbs in the past tense ♦ First person	• Diary writing • Description of a significant event, e.g. birthday, school trip, Christmas holidays etc. • Letter • Sequencing events on a timeline	Write sentences to match pictures or sequences of pictures illustrating an event. Use experience of simple recounts as a basis for shared composition with an adult such as retelling, substituting or extending leading to simple independent writing.
Year 1	♦ Verbs in the past tense ♦ Powerful verbs ♦ Interesting adjectives ♦ Sequential fronted adverbials ♦ First person	♦ Letter ♦ Autobiography- diary writing ♦ Description of a favourite holiday, trip or event. ♦ Book and film reviews ♦ Interview	Describe incidents from their own experience in an audible voice using sequencing words and phrases such as 'then', 'after that' and listen to other children's recounts and ask relevant questions.
Year 2	♦ Verbs in the past tense ♦ Powerful verbs ♦ Interesting adjectives ♦ Sequential fronted adverbials ♦ First person	♦ Letter ♦ Autobiography- diary writing ♦ Description of a visit, trip or weekend event. ♦ Description of an activity ♦ Interview	Read personal recounts and begin to recognise the generic structure, e.g. ordered sequence of events, use of words like: first, next, after, when. Write simple first person recounts linked to topics of interest or personal experience using the language of texts read as models for own writing, maintaining consistency in tense and person.



## KS2 Recount Writing Objectives

Year Group	<b>Recount:</b> <ul style="list-style-type: none"> <li>To retell events of an outing or an event from history.</li> </ul>	<b>Planning:</b> In all year groups planning for recount writing should take the form of a box plan.	
	<b>Language and organisational features to be taught</b>	<b>Form</b>	<b>Progression</b>
Year 3	<ul style="list-style-type: none"> <li>Verbs in the past tense</li> <li>Powerful verbs</li> <li>Interesting adjectives</li> <li>Sequential fronted adverbials</li> <li>First person</li> </ul>	<ul style="list-style-type: none"> <li>Letter</li> <li>Newspaper or magazine report</li> <li>Diary</li> </ul>	Watch or listen to third person recounts such as news or sports reports on television, radio or podcast. Identify the sequence of the main events. Read examples of third person recounts such as: newspapers, letters and diaries.
Year 4	<ul style="list-style-type: none"> <li>Verbs in the past tense</li> <li>Powerful verbs</li> <li>Interesting adjectives</li> <li>Adventurous adverbs</li> <li>Sequential fronted adverbials</li> <li>First person</li> <li>Paragraphs</li> <li>An introductory paragraph, which answers: Who is it about? What happened? When and where did it happen? Why was it interesting?</li> <li>A simple concluding sentence</li> </ul>	<ul style="list-style-type: none"> <li>Letter</li> <li>Newspaper or magazine report</li> <li>Diary</li> </ul>	Write newspaper style reports, e.g. about school events or an incident from a story, using a wider range of connectives and including detail expressed in ways which will engage the reader.
Year 5	<ul style="list-style-type: none"> <li>Verbs in the past tense</li> <li>Powerful verbs</li> <li>Interesting adjectives</li> <li>Adventurous adverbs</li> <li>Sequential fronted adverbials</li> <li>First person</li> <li>Paragraphs</li> <li>An introductory paragraph, which answers: Who is it about? What happened? When and where did it happen? Why was it interesting?</li> <li>Reported speech</li> <li>A concluding paragraph</li> </ul>	<ul style="list-style-type: none"> <li>Diary</li> <li>Letter</li> <li>Newspaper or magazine report</li> <li>TV report</li> <li>Interview</li> <li>Trip Review</li> </ul>	Identify the features of recounted texts such as sports reports, diaries, police reports, including introduction to set the scene, chronological sequence, varied but consistent use of past tense. Consistent degree of formality adopted and a varied use of adverbials. To write contrasting recounts based on the same subject, e.g. before and after an event, one event two opposing viewpoints.
Year 6	<ul style="list-style-type: none"> <li>Verbs in the past tense</li> <li>Powerful verbs</li> <li>Interesting adjectives</li> <li>Adventurous adverbs</li> <li>Sequential fronted adverbials</li> <li>First person</li> <li>Paragraphs</li> <li>An introductory paragraph, which answers: Who is it about? What happened? When and where did it happen? Why was it interesting?</li> <li>Reported speech</li> <li>A concluding paragraph</li> </ul>	<ul style="list-style-type: none"> <li>Diary</li> <li>Letter</li> <li>Biographical writing</li> <li>Autobiographical writing</li> <li>Newspaper or magazine report</li> <li>Radio report</li> <li>Newsletter</li> <li>Accident Report</li> <li>Interview</li> </ul>	Distinguish between biography and autobiography, recognising the effect on the reader of the choice between first and third person, distinguishing between fact and opinion, distinguishing between implicit and explicit points of view. Develop skills of biographical writing in role of historical characters, preparing a CV, a biographical account based on research, police description, school report, obituary.





## Instruction Writing Objectives

Year Group	<b>Instructions:</b> ♦ To tell someone how to do or make something.		
	Language and organisational features to be taught	Form	Progression
Nursery and Reception	♦ title- a statement of what is to be achieved ♦ numbered steps	Instructions Recipe Rules	Listen to and follow single instruction and then a series of two and three instructions. Give oral instructions when playing games. Read and follow simple classroom instructions on labels with additional pictures of symbols. Attempt to write instructions on labels, for instance in the role play area.
Year 1 and Year 2	♦ title- a statement of what is to be achieved ♦ list of equipment ♦ numbered steps ♦ imperative verbs ♦ present tense ♦ second person ♦ expanded noun and conjunction sentences	Instructions Directions Recipe Rules	Listen to and follow a single more detailed instruction and a longer series of simple instructions. Think out and give clear single oral instructions. Routinely read and follow written classroom labels carrying instructions. Read and follow short series of instructions in shared context. Contribute to class composition of instructions with teacher scribing. Identify and note typical language and organisational features. Write simple consecutive instructions independently and finish with concluding statement.
Year 3 and Year 4	♦ title- a statement of what is to be achieved ♦ list of equipment ♦ numbered steps ♦ imperative verbs ♦ present tense ♦ second person ♦ expanded noun and conjunction sentences ♦ adjectives and adverbs added for clarity rather than effect ♦ Fronted adverbials- first, next, then, finally	instructions recipes rules directions	Read and compare examples of instructional texts evaluating their effectiveness. Work in small groups to prepare a set of instructions. Write clear written instructions using correct language and organisational features. Include a suitable introduction and conclusion.
Year 5 and Year 6	♦ title- a statement of what is to be achieved ♦ list of equipment ♦ numbered steps ♦ imperative verbs ♦ present tense ♦ second person ♦ expanded noun and conjunction sentences ♦ adjectives and adverbs added for clarity rather than effect ♦ fronted adverbials- first, next, then, finally ♦ extra information in boxes, e.g. safety advice, interesting associated facts	Instructional guide How to ... manual	Read and compare examples of instructional texts evaluating their effectiveness. Write clear written instructions using correct language and organisational features. Include a suitable introduction and conclusion.



## Explanation Writing Objectives

Year Group	Explanation: ♦ To explain how something works.		
	Language and organisational features to be taught	Form	Progression
Nursery and Reception	<ul style="list-style-type: none"> <li>♦ present tense</li> <li>♦ some technical vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Labelled diagram</li> <li>• Sorting activities</li> <li>• Sequencing pictures</li> <li>• Flowchart</li> <li>• Cyclical diagram</li> </ul>	Talk about why things happen and how things work; ask questions and speculate. Listen to someone explain a process and ask questions. Give oral explanations, e.g. why and how they made a construction.
Year 1 and Year 2	<ul style="list-style-type: none"> <li>♦ present tense</li> <li>♦ some technical vocabulary</li> <li>♦ fronted adverbials e.g. next, first, then, etc</li> </ul>	<ul style="list-style-type: none"> <li>• Flowchart</li> <li>• Description</li> <li>• Labelled diagram</li> <li>• Cyclical diagram</li> </ul>	Read captions, pictures and diagrams on wall displays and in simple books that explain a process and use the pictures to explain the process orally and in writing. After carrying out a practical activity, e.g. experiment, investigation, construction task, contribute to creating a flowchart or cyclical diagram to explain the process. Produce a simple flowchart or cyclical diagram independently.
Year 3 and Year 4	<ul style="list-style-type: none"> <li>♦ present tense</li> <li>♦ formal and impersonal style</li> <li>♦ third person</li> <li>♦ technical vocabulary</li> <li>♦ introductory paragraph</li> <li>♦ bullet points if appropriate</li> <li>♦ fronted adverbials</li> <li>♦ Appropriate openers e.g. The reason is that... This results in... This causes...</li> <li>♦ Paragraphs</li> <li>♦ Introductory statement and concluding sentence</li> </ul>	<ul style="list-style-type: none"> <li>♦ Labelled diagrams and flowcharts</li> <li>♦ Newspaper or magazine article</li> </ul>	Read and analyse a range of explanatory texts to identify key features. Distinguish between explanatory texts, recounts and reports while recognising that an information book might contain examples of all these forms. Orally summarise processes using notes contained in flowcharts and cyclical diagrams when appropriate. Write explanatory texts independently with appropriate introductory statement and conclusion.
Year 5 and Year 6	<ul style="list-style-type: none"> <li>♦ present tense</li> <li>♦ formal and impersonal style</li> <li>♦ third person</li> <li>♦ technical vocabulary</li> <li>♦ introductory and concluding paragraph</li> <li>♦ bullet points if appropriate</li> <li>♦ connective sentences</li> <li>♦ causal sentence openings, e.g. The reason is that... This results in... This causes... Consequently...</li> <li>♦ paragraphs</li> <li>♦ subheadings if appropriate</li> </ul>	<ul style="list-style-type: none"> <li>♦ Labelled diagrams and flowcharts</li> <li>♦ Newspaper or magazine article</li> <li>♦ Leaflet</li> <li>♦ Letter</li> </ul>	Read and analyse a range of explanatory texts and be aware of key language and organisational features. Engage in teacher demonstration of how to research and plan a page for a reference book on one aspect of a class topic using shared writing. Independently plan, compose, edit and refine explanatory texts, using reading as a source, focusing on clarity, conciseness and impersonal style.



## Non-chronological Writing Objectives

Year Group	Non-chronological Report:		
	<ul style="list-style-type: none"> <li>To describe the way something is or the way things are.</li> </ul>		
	Language and organisational features to be taught	Form	Progression
Nursery and Reception	<ul style="list-style-type: none"> <li>present tense (except historical reports)</li> </ul>	<ul style="list-style-type: none"> <li>Labels</li> <li>Menus</li> <li>Lists</li> <li>Pictures with captions</li> </ul>	Describe something/someone (possibly after drawing it/them). Develop the description in response to prompts or questions. (What does she eat? Has she a favourite toy?) Ask similar probing questions to elicit a fuller description from someone else. Experiment with writing labels, captions and sentences for pictures or drawings in a variety of play, exploratory and role-play situations.
Year 1 and Year 2	<ul style="list-style-type: none"> <li>present tense (except historical reports)</li> <li>factual writing often involving technical words and phrases.</li> <li>Bullet points</li> </ul>	<ul style="list-style-type: none"> <li>A description</li> <li>Diagrams and labels</li> <li>Pictures with captions</li> <li>Lists</li> <li>Charts and tables</li> <li>Interview</li> </ul>	Find out about a subject by listening and following text as information books are read or a video is watched. Contribute to a discussion on the subject as information is assembled and the teacher writes the information. Assemble information on a subject based on own experience e.g. food, pets. Write a simple information report by writing sentences to describe aspects of the subject.
Year 3 and Year 4	<ul style="list-style-type: none"> <li>present tense (except historical reports)</li> <li>factual writing often involving technical words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>A description</li> <li>Diagrams and labels</li> <li>Pictures with captions</li> <li>Lists</li> <li>Charts and tables</li> <li>Letter</li> </ul>	After a practical activity or undertaking some research in books or on the web, take part in a discussion in another curriculum subject, generalising from repeated occurrences or observations. Distinguish between a description of a single member of a group and the group in general, e.g. a particular dog and dogs in general. Read texts containing information in a simple report format. Assemble information on another subject and use the text as a template for writing a report on it using appropriate language to present and categorise ideas.
Year 5 and Year 6	<ul style="list-style-type: none"> <li>present tense (except historical reports)</li> <li>third person/ first person</li> <li>factual writing often involving technical words and phrases</li> <li>introduction and conclusion</li> <li>use of headings and subheadings to split up the report into sections</li> <li>use of paragraphs within subsections</li> <li>adjectives and adverbs to engage and excite the reader</li> <li>avoid flowery description</li> <li>impersonal voice</li> </ul>	<ul style="list-style-type: none"> <li>Note taking</li> <li>Labelled diagrams</li> <li>Newspaper or magazine article</li> <li>a comparative report between two items, e.g. moths and butterflies, football and rugby</li> <li>Leaflet</li> <li>School website</li> <li>Description of favourite pet, secret place, a special object, special person, sport, TV programme, film, game, friend etc.</li> </ul>	Analyse a number of report texts and identify key language and organisational features. Teacher demonstrates research and note-making techniques using information and ICT texts on a subject. Distinguish between generalisations and specific information and between recounts and reports, using content taken from another area of the curriculum. Analyse broadcast information to identify presentation techniques. Write own report independently based on notes from several sources. Secure understanding of the form, language conventions and grammatical features of information reports. Write reports as part of a presentation on a non-fiction subject. Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.



## Persuasive Writing Objectives

Year Group	<b>Persuasion:</b> <ul style="list-style-type: none"> <li>To argue the case for a point of view</li> </ul>		
	Language and organisational features to be taught	Form	Progression
Nursery and Reception	<ul style="list-style-type: none"> <li>present tense</li> <li>simple points</li> <li>appropriate details</li> </ul>	<ul style="list-style-type: none"> <li>letter</li> <li>invitation</li> <li>message</li> </ul>	Talk about how they respond to certain words, stories and pictures by behaving or wanting to behave in particular ways, e.g. pictures of food that make them want to eat things. Watch and listen when one person is trying to persuade another to do something or go somewhere. Recognise what is happening. Give oral explanations from real life or from stories of why and how they can persuade or be persuaded.
Year 1 and Year 2	<ul style="list-style-type: none"> <li>present tense</li> <li>fronted adverbials</li> <li>simple points</li> <li>appropriate details</li> </ul>	<ul style="list-style-type: none"> <li>letter</li> <li>invitation</li> <li>message</li> </ul>	Read captions, pictures, posters and adverts that are trying to persuade. Begin to recognise what they are trying to do and some of the ways they do it. Through games and role-play begin to explore what it means to persuade and be persuaded and what different methods might be effective. Create simple persuasive texts to persuade others to think, do or buy something. Continue to explore persuading and being persuaded in a variety of real-life situations through role-play and drama.
Year 3 and Year 4	<ul style="list-style-type: none"> <li>present tense</li> <li>fronted adverbials</li> <li>introductory statement setting out the argument and a concluding statement</li> <li>some points elaborated with evidence</li> <li>formal and impersonal style</li> <li>third person</li> <li>technical vocabulary</li> <li>exaggerated language</li> <li>emotive words and powerful adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Letters</li> <li>Written adverts</li> <li>Radio and TV adverts</li> <li>Leaflets</li> </ul>	Read and analyse a range of persuasive texts to identify key language and organisational features. Distinguish between texts which try to persuade and those that simply inform, whilst recognising that some texts might contain examples of each of these. Analyse how a particular view can be most convincingly be presented and how statistics, graphs, images can be used to support and reinforce arguments. To present a point of view both orally and in writing linking points persuasively and selecting style and vocabulary appropriate to the listener/reader. Design an advert on paper and on screen.
Year 5 and Year 6	<ul style="list-style-type: none"> <li>present tense</li> <li>fronted adverbials</li> <li>introductory paragraph setting out the argument and a concluding paragraph</li> <li>an elaborated argument with evidence per paragraph</li> <li>formal and impersonal style</li> <li>third person</li> <li>technical vocabulary</li> <li>exaggerated language</li> <li>emotive words and powerful adjectives</li> <li>rhetorical questions</li> </ul>	<ul style="list-style-type: none"> <li>Written adverts</li> <li>Radio and TV adverts</li> <li>Leaflets</li> <li>Letters</li> <li>Articles</li> <li>PowerPoint presentation</li> </ul>	Through reading and analysis, recognise how persuasive arguments are constructed to be effective through: the expression, sequence and linking of points; providing persuasive examples, illustration and evidence; pre-empting or answering potential objections; appealing to the known views and feelings of the audience. Orally, in writing and using a multi-media package, construct effective persuasive arguments that: use persuasive techniques; develop a point logically and effectively; anticipate possible objections; harness the known views of the audience. Overall participate in whole class debates using the conventions and language of debate including standard English. Draw on knowledge of different text types and combine where appropriate.



## Discussion Writing Objectives

Year Group	Discussion:		
	<ul style="list-style-type: none"> <li>To present arguments for and against an issue</li> </ul>		
	Language and organisational features to be taught	Form	Progression
Year 3	<ul style="list-style-type: none"> <li>present tense</li> <li>third person</li> <li>formal and impersonal style</li> <li>simple arguments both for and against</li> <li>simple introduction and concluding sentence</li> <li>fronted adverbials</li> </ul>	<ul style="list-style-type: none"> <li>Newspaper or magazine article</li> </ul>	Read and evaluate a wider range of simple discussion texts, explaining and evaluating responses orally. Begin to use words, pictures and other communication modes to discuss with others when appropriate to particular writing purposes. Through role-play and drama explore particular debating scenarios.
Year 4	<ul style="list-style-type: none"> <li>present tense</li> <li>third person</li> <li>formal and impersonal style</li> <li>simple arguments both for and against</li> <li>simple introduction and concluding statement</li> <li>four paragraphs: introduction, arguments for, arguments against and conclusion</li> <li>fronted adverbials</li> </ul>	<ul style="list-style-type: none"> <li>Newspaper or magazine article</li> <li>Letter</li> </ul>	Read and analyse a range of discussion texts to identify key language and organisational features. Distinguish between texts which try to discuss and those that simply persuade, whilst recognising that some texts might contain examples of each of these. Analyse how two points of view can be most convincingly be presented and how statistics, graphs, images can be used to support and reinforce arguments. To present two points of view both orally and in writing linking points persuasively and selecting style and vocabulary appropriate to the listener/reader.
Year 5	<ul style="list-style-type: none"> <li>present tense</li> <li>third person</li> <li>formal, general and impersonal style</li> <li>elaborated arguments both for and against</li> <li>fronted adverbials</li> <li>introduction- general statements, briefly present both sides of the argument</li> <li>conclusion- present own viewpoint summarising arguments to back up viewpoint</li> </ul>	<ul style="list-style-type: none"> <li>Newspaper or magazine article</li> <li>Speech</li> <li>Letter</li> </ul>	Read and evaluate letters intended to inform, protest, complain, persuade and discuss considering language and organisational features. To compare writing which informs, persuades and discusses considering for example the deliberate use of ambiguity, half-truth, bias, how opinion can be disguised to seem like fact. Select and evaluate a range of texts in print and other media for presenting two opposing views, clarity and quality of information. From reading collect and investigate use of debating devices such as words and phrases, rhetorical questions and adverbials. Write individual, group or class articles for real purposes. Understand how discussion writing can be adapted for different audiences and purposes, and how it can be combined with other text types.
Year 6	<ul style="list-style-type: none"> <li>present tense</li> <li>third person</li> <li>formal, general and impersonal style</li> <li>elaborated arguments both for and against</li> <li>fronted adverbials</li> <li>four paragraphs: introduction, arguments for, arguments against and conclusion</li> <li>introduction- general statements, briefly present both sides of the argument</li> <li>conclusion- present own viewpoint summarising arguments to back up viewpoint</li> </ul>	<ul style="list-style-type: none"> <li>Newspaper or magazine article</li> <li>Speech</li> <li>Leaflet</li> <li>Letter</li> </ul>	Through reading and analysis, recognise how opposing arguments are constructed to be effective through: the expression, sequence and linking of points; providing persuasive examples, illustration and evidence; pre-empting or answering potential objections; appealing to the known views and feelings of the audience. Orally and in writing, construct effective arguments that: use persuasive techniques; develop a point logically and effectively; anticipate possible objections; harness the known views of the audience. Overall participate in whole class debates using the conventions and language of debate including standard English. Draw on knowledge of different text types and combine where appropriate.

# English Scheme of Work

Grammar and  
Punctuation Objectives



## Bankfields Primary







Grammar		Punctuation	Terminology
<ul style="list-style-type: none"> <li>nouns, verbs and adjectives</li> <li>singular and plural nouns</li> <li>suffixes- ing, ed and er.</li> <li>prefix- un</li> <li>simple sentence</li> <li>compound sentences using co-ordinating conjunction 'and'.</li> <li>sequencing sentences</li> </ul>		<ul style="list-style-type: none"> <li>capital letters for the beginning of a sentence, for names and personal pronoun I</li> <li>full stops</li> <li>question marks</li> <li>exclamation marks</li> </ul>	<ul style="list-style-type: none"> <li>letter</li> <li>capital letter</li> <li>word</li> <li>singular</li> <li>plural</li> <li>sentence,</li> <li>punctuation mark</li> <li>full stop,</li> <li>question mark</li> <li>exclamation mark</li> </ul>
Type	Name	Fiction Example	Non-fiction Example
Simple	<b>1. Simple Noun Phrase Sentences</b>	<ul style="list-style-type: none"> <li>The girl wore a red coat.</li> <li>The rabbit had soft fur.</li> </ul>	<ul style="list-style-type: none"> <li>Spread the butter using a blunt knife.</li> <li>The barn owl eats furry mice.</li> </ul>
Simple/Compound	<b>2 Expanded Noun Phrase Sentences</b>	<ul style="list-style-type: none"> <li>The young girl wore a bright red coat.</li> <li>The hairy spider with eight legs ran away.</li> </ul>	<ul style="list-style-type: none"> <li>Dragons have razor-sharp claws.</li> <li>The park had a long, silver slide and four swings.</li> </ul>
Compound	<b>3. Co-ordinating Conjunction Sentences</b>	<ul style="list-style-type: none"> <li>It was raining, but we still went out to play.</li> <li>She climbed on her broom and flew home.</li> </ul>	<ul style="list-style-type: none"> <li>Bats are nocturnal and sleep upside down.</li> <li>Stir the mixture, but be careful not to spill it.</li> </ul>
Simple/Compound/Complex	<b>4. Fronted Adverbial Sentences</b> Time	<ul style="list-style-type: none"> <li>Once upon a time there was boy who lived with his mother in the woods.</li> <li>One day, they decided to go for a walk.</li> </ul>	<ul style="list-style-type: none"> <li>Yesterday, we made cakes.</li> <li>Next, the coach set off for the beach.</li> </ul>
Simple/Compound/Complex	<b>5. Statement/Question/Exclamation/ Command/ Sentences</b>	<ul style="list-style-type: none"> <li>He was good.</li> <li>Can you be good?</li> <li>What big teeth you have Grandma!</li> <li>Be good.</li> </ul>	<ul style="list-style-type: none"> <li>Vegetables are good for you.</li> <li>Have you ever grown vegetables?</li> <li>Vegetables are disgusting!</li> <li>Eat your vegetables.</li> </ul>



Grammar		Punctuation	Terminology
<ul style="list-style-type: none"> <li>nouns, verbs, adjectives</li> <li>formation of nouns using suffixes- ness and er</li> <li>compound words</li> <li>formation of adjectives using suffixes- ful and less</li> <li>use of suffixes- er, est in adjectives</li> <li>use of ly to turn adjectives into adverbs</li> <li>co-ordinating conjunctions</li> <li>subordinating conjunctions</li> <li>expanded noun phrases</li> <li>statement, question, exclamation or command</li> <li>present and past tense</li> <li>progressive form of present and past tense</li> </ul>		<ul style="list-style-type: none"> <li>capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>commas to separate items in a list</li> <li>apostrophes for contraction</li> <li>apostrophes for possession for singular nouns</li> </ul>	<ul style="list-style-type: none"> <li>noun, noun phrase</li> <li>statement, question, exclamation, command</li> <li>compound, suffix</li> <li>adjective, adverb, verb</li> <li>past tense, present tense</li> <li>apostrophe, comma</li> </ul>
Type	Name	Fiction Example	Non-fiction Example
Simple	<b>1.Simple Noun Phrase Sentences</b>	<ul style="list-style-type: none"> <li>The sleek black car swerved swiftly around the track.</li> <li>The relieved boy raced happily to his mother.</li> </ul>	<ul style="list-style-type: none"> <li>Turn the gold handle carefully.</li> <li>We quickly walked back to our cosy home.</li> </ul>
Simple	<b>2.Expanded Noun Phrase Sentences</b>	<ul style="list-style-type: none"> <li>The towering trees with bare branches swayed in the wind.</li> <li>She peered into the murky pond with algae floating on top.</li> </ul>	<ul style="list-style-type: none"> <li>The enchanted forest with ancient oak trees is situated under the majestic mountains in the east.</li> </ul>
Compound	<b>3. Co-ordinating Conjunction Sentences</b> and, but, or	<ul style="list-style-type: none"> <li>Ben climbed into bed, but he couldn't sleep.</li> <li>They couldn't decide whether to tell Mum or keep their new pet a secret.</li> </ul>	<ul style="list-style-type: none"> <li>Crack open the egg, but don't drop any of the shell in.</li> <li>The forecast predicted that it may be sunny or cloudy depending on where you live.</li> </ul>
Complex	<b>4. Subordinating Conjunction Sentences</b> when, if, that, because	<ul style="list-style-type: none"> <li>She'll be eaten if the big, bad wolf sees her.</li> <li>Harry grazed his knee when he fell over.</li> </ul>	<ul style="list-style-type: none"> <li>Tawny owls come out at night because they are nocturnal.</li> <li>The sweet dispenser will work if you press the green button.</li> </ul>



Simple/Compound/ Complex	<b>5. Fronted Adverbial Sentences (when/how/where?)</b>  time, manner, place, additional, sequential	<ul style="list-style-type: none"> <li>• In the distance, stood an old mansion.</li> <li>• Silently, the burglar crept up the stairs.</li> </ul>	<ul style="list-style-type: none"> <li>• One sunny morning, we went on an autumn walk.</li> <li>• Carefully, crack the eggs into a bowl.</li> </ul>
Simple/Compound/ Complex	<b>6. Statement/Question/Exclamation/ Command/ Sentences</b>	<ul style="list-style-type: none"> <li>• She was quiet.</li> <li>• Can you be quiet?</li> <li>• How quiet you are today!</li> <li>• Be quiet.</li> </ul>	<ul style="list-style-type: none"> <li>• Cress is good for you.</li> <li>• Have you ever tried cress?</li> <li>• This cress is disgusting!</li> <li>• Eat the cress.</li> </ul>
Simple/Compound/ Complex	<b>7. Direct Speech Sentences</b>	<ul style="list-style-type: none"> <li>• "Do you feel cold?" asked Mum.</li> <li>• "I'm frozen!" shouted the boy.</li> </ul>	
Simple/Compound	<b>8. List Sentences</b>	<ul style="list-style-type: none"> <li>• I visited the shop and I bought apples, bananas and pears.</li> <li>• The girl is kind, helpful and quiet.</li> </ul>	<ul style="list-style-type: none"> <li>• At the park were swings, a slide and a roundabout.</li> </ul>
Simple/Compound/ Complex	<b>9. Prepositional Phrase Sentences</b>	Time <ul style="list-style-type: none"> <li>• After tea, we waited at the bottom of the garden.</li> </ul> Place <ul style="list-style-type: none"> <li>• Under the stairs, were hundreds of spiders, waiting patiently for the house to fall silent.</li> </ul>	Time <ul style="list-style-type: none"> <li>• Before lunch, he always worked hard in his morning lessons.</li> </ul> Place <ul style="list-style-type: none"> <li>• In school, Jack often played with his best friend at playtime.</li> <li>•</li> </ul>
Simple	<b>10. Short Sharp Sentences</b>	<ul style="list-style-type: none"> <li>• She was safe!</li> <li>• He froze!</li> </ul>	



Grammar		Punctuation	Terminology
<ul style="list-style-type: none"> <li>nouns, verbs, adjectives, conjunctions, adverbs, prepositions</li> <li>simple, compound, complex sentence</li> <li>main clause and subordinate clause</li> <li>formation of nouns using a range of prefixes</li> <li>use of definite or indefinite article- a or an</li> <li>word families based on common words</li> <li>expanded noun phrases</li> <li>statement, question, exclamation or command</li> <li>present and past tense</li> <li>progressive form of present and past tense</li> <li>present perfect form of verbs</li> <li>direct speech</li> </ul>		<ul style="list-style-type: none"> <li>capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>commas to separate items in a list</li> <li>apostrophes for contraction</li> <li>apostrophes for possession for singular nouns</li> <li>inverted commas</li> <li>Commas before coordinating conjunctions when separating main clauses</li> </ul>	<ul style="list-style-type: none"> <li>preposition, conjunction</li> <li>word family, prefix</li> <li>clause, subordinate clause</li> <li>direct speech</li> <li>consonant, consonant letter vowel, vowel letter</li> <li>inverted commas or speech marks</li> <li>paragraphs</li> <li>headings</li> <li>subheadings</li> </ul>
Type	Name	Fiction Example	Non-fiction Example
Simple	<b>1. Expanded Noun Phrase Sentences</b>	<ul style="list-style-type: none"> <li>The shiny, black Volvo swerved expertly around the tight corner.</li> <li>The young, tall boy skipped merrily along the cobbled street.</li> </ul>	<ul style="list-style-type: none"> <li>The light, stylish trainers with a good tread grip the ground securely.</li> <li>The overcrowded hospitals in the centre of industrial towns were cleaned by Nightingale nurses.</li> </ul>
Compound	<b>2. Co-ordinating Conjunction Sentences</b> for, and, nor, but, or, yet, so	<ul style="list-style-type: none"> <li>The tired boy crawled through the gates and slumped against the wall waiting for the door to open.</li> </ul>	<ul style="list-style-type: none"> <li>Florence Nightingale ensured that all hospitals were clean, and patients received fresh air daily.</li> </ul>
Complex	<b>3. Subordinating Conjunction Sentences</b> when, before, after, after, while, because, if	<ul style="list-style-type: none"> <li>Sarah shivered uncontrollably while watching the snowflakes dance gently to the ground.</li> <li>The children silently sneaked out of the door after their parents had fallen asleep.</li> </ul>	<ul style="list-style-type: none"> <li>You must brush your teeth thoroughly before you go to bed.</li> <li>Wild animals must be kept in secure cages.</li> </ul>

Simple/Compound/ Complex	<b>4. Fronted Adverbial Sentences</b> <b>(When/How/Where?)</b>  time, manner, place, additional, sequential, opposing, causal	<ul style="list-style-type: none"> <li>Anxiously, Sam trudged home, carrying the unopened letter for his unsuspecting parents.</li> <li>Through the grimy window, I could see the outline of a dark figure.</li> </ul>	<ul style="list-style-type: none"> <li>Finally, remove the cake from the oven and check that it is thoroughly baked.</li> <li>Due to the heavy traffic, the return journey took an hour longer than expected.</li> </ul>
Simple/Compound/ Complex	<b>5. Statement/Question/Exclamation/ Command/ Sentences</b>	<ul style="list-style-type: none"> <li>The door was closed.</li> <li>Would you like to come in?</li> <li>What long hair you have!</li> <li>Get in here!</li> </ul>	<ul style="list-style-type: none"> <li>The duck is in the pond.</li> <li>Where is the duck?</li> <li>How expensive the prices are here!</li> <li>Find the duck!</li> </ul>
Simple/Compound/ Complex	<b>6. Speech Sentences</b>	<ul style="list-style-type: none"> <li>"Do you feel cold?" asked Mum as she reached out to her child.</li> <li>"I'm frozen!" shouted the trembling boy, jumping up and down to keep warm.</li> </ul>	<ul style="list-style-type: none"> <li>"I see wonderful things!" exclaimed Howard Carter as he entered the unexplored tomb.</li> </ul>
Simple/Compound	<b>7. List Sentences</b>	<ul style="list-style-type: none"> <li>Laura barged through the front door, sprinted up the steep stairs and flopped onto her welcoming bed.</li> </ul>	<ul style="list-style-type: none"> <li>He discovered golden statues, precious jewels and mummified animals.</li> </ul>
Simple/Compound/ Complex	<b>8. Prepositional Phrase Sentences</b> <b>Time</b> -before, after, during, in because of	Time <ul style="list-style-type: none"> <li>Before the party, I wrapped the special gift in shiny, gold paper.</li> </ul> Place <ul style="list-style-type: none"> <li>Beneath my feet, the ground began to shake like I was inside a popcorn machine.</li> </ul>	Time <ul style="list-style-type: none"> <li>During a thunderstorm, it is essential that you stay inside where it is safe.</li> </ul> Place <ul style="list-style-type: none"> <li>Because of the torrential downpour, Jack's mum dropped him off at school in the car.</li> </ul>
Simple	<b>9. Short Sharp Sentences</b>	<ul style="list-style-type: none"> <li>She was safe!</li> <li>He ran.</li> </ul>	
Complex	<b>10. Ing Verb Clause Sentences</b>	<ul style="list-style-type: none"> <li>Running along the lane, Jack wondered if he would make it home on time.</li> </ul>	<ul style="list-style-type: none"> <li>Carrying his heavy sword proudly into battle, the soldier fought with all his might.</li> </ul>
Complex	<b>11. Ed Verb Clause Sentences</b>	<ul style="list-style-type: none"> <li>Horried at the thought of his punishment, he pedalled faster along the cobbled pathway.</li> </ul>	<ul style="list-style-type: none"> <li>Amazed at the head teacher's decision to extend playtime, the excited children clapped enthusiastically.</li> </ul>



Grammar		Punctuation	Terminology
<ul style="list-style-type: none"> <li>nouns, verbs, adjectives, adverbs, pronouns, possessive pronouns, prepositions, articles and determiners</li> <li>simple, compound, complex sentence</li> <li>co-ordinating and subordinating conjunctions</li> <li>subject-verb agreement</li> <li>clauses and phrases</li> <li>main clause and subordinate clause</li> <li>expanded noun phrases, adverbial phrase, prepositional phrase</li> <li>double negatives</li> <li>tenses: simple present, present progressive, simple past, past progressive</li> </ul>		<ul style="list-style-type: none"> <li>capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>commas to separate items in a list</li> <li>apostrophes for contraction</li> <li>apostrophes for possession for singular nouns</li> <li>inverted commas</li> <li>Commas before coordinating conjunctions when separating main clauses</li> <li>apostrophes of possession for plural nouns</li> <li>commas after fronted adverbials</li> <li>Commas after subordinate clause</li> </ul>	<ul style="list-style-type: none"> <li>determiner</li> <li>pronoun</li> <li>possessive pronoun</li> <li>adverbial</li> <li>paragraphs</li> <li>headings</li> <li>subheadings</li> </ul>
Type	Name	Fiction Example	Non-fiction Example
Simple	<b>1. Expanded Noun Phrase Sentences</b>	<ul style="list-style-type: none"> <li>The black Mini with a cracked windscreen expertly swerved around the tight corner and abruptly pulled up outside number 11 Church Lane.</li> </ul>	<ul style="list-style-type: none"> <li>The noisy but beautiful grasshopper with delicate wings hid under the lilac bush.</li> </ul>
Compound	<b>2. Co-ordinating Conjunction Sentences</b> for, and, nor, but, or, yet, so	<ul style="list-style-type: none"> <li>The children were warned, yet they still entered the forbidden cave.</li> <li>Ben couldn't decide whether to hide the bones behind the garage or under the apple tree.</li> </ul>	<ul style="list-style-type: none"> <li>I am allergic to cats, yet I have three of them.</li> <li>We played well, and won the match.</li> </ul>
Complex	<b>3. Subordinating Conjunction Sentences</b> when, if, that, because, before, after, while, so	<ul style="list-style-type: none"> <li>As Jack scuttled on all fours like a beetle, his narrow beam of torchlight uncovered the entrance to the old, disused mine shaft.</li> <li>While scanning the horizon, Michael observed the faint outline of a tanker ship.</li> </ul>	<ul style="list-style-type: none"> <li>If you are interested in discovering more fascinating facts about this marvellous creature, please visit the museum soon.</li> </ul>
Simple/Compound/Complex	<b>4. Fronted Adverbial Sentences (When/How/Where?)</b> time, manner, place, additional, sequential, opposing, causal.	<ul style="list-style-type: none"> <li>Wearily, the young girl joined the back of the seemingly endless queue.</li> <li>Racing towards the finish line, Ellie suddenly realised that she might actually win.</li> </ul>	<ul style="list-style-type: none"> <li>Later that day, I heard the distressing news.</li> <li>Furthermore, they wore protective gloves to prevent frostbite.</li> </ul>

Simple/Compound/ Complex	<b>5. Statement/Question/ Exclamation/ Command/ Sentences</b>	<ul style="list-style-type: none"> <li>Nobody could persuade him to enter the room.</li> <li>Would he make it out alive?</li> <li>How daring he once was!</li> <li>Don't do it!</li> </ul>	
Simple/Compound/ Complex	<b>6. Prepositional Phrase Sentences</b> <b>Time</b> -before, after, since, once, until, during <b>Place</b> - behind, above, under	<b>Time</b> <ul style="list-style-type: none"> <li>Since the dawn of time, vicious wolves had prowled the uninhabited rock face, searching for prey.</li> </ul> <b>Place</b> <ul style="list-style-type: none"> <li>Inside the forgotten safe, hundreds of sparkling diamonds nestled safely in the velvet pouch.</li> </ul>	<b>Time</b> <ul style="list-style-type: none"> <li>During the week, children attend school near to where they live.</li> </ul> <b>Place</b> <ul style="list-style-type: none"> <li>Behind the door, archaeologists discovered silver coins.</li> </ul>
Simple/Compound/ Complex	<b>7. Speech Sentences</b>	<ul style="list-style-type: none"> <li>Mum asked, "Would you like to go to the park?"</li> <li>Tom replied, "I'd rather go to the cinema."</li> </ul>	
Simple/Compound	<b>8. List Sentences</b>	<ul style="list-style-type: none"> <li>Jake unzipped the door of the tent, switched on his torch and slipped into his sleeping bag ready to settle down for the night.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher warned the children to look at the artefacts, answer the questions carefully and to record answers on the sheet in a legible manner.</li> </ul>
Simple	<b>9. Short Sharp Sentences</b>	<ul style="list-style-type: none"> <li>He ran.</li> <li>She froze.</li> <li>Closer... Closer... Too close!</li> </ul>	
Complex	<b>10. Ing Verb Clause Sentences</b>	<ul style="list-style-type: none"> <li>Watching over the village, the ramshackle castle perched ominously on the rocky hillside.</li> <li>Lottie crossed the finishing line first, feeling very relieved she had won.</li> </ul>	<ul style="list-style-type: none"> <li>Worrying about what her teacher may say, Molly tucked her unfinished homework into her tray.</li> </ul>
Complex	<b>11. Ed Verb Clause Sentences</b>	<ul style="list-style-type: none"> <li>Transfixed by the vivid images, Evie's mum stared in an anxious manner at the flickering screen.</li> </ul>	<ul style="list-style-type: none"> <li>Disgusted by the bully's behaviour, the perplexed head teacher gave her a stern warning and a letter to take home to her parents.</li> </ul>
Complex	<b>12. Relative Clause Sentences</b>	<ul style="list-style-type: none"> <li>The rotten, wooden shed that had been neglected for many years collapsed when Joe forced the door open.</li> </ul>	<ul style="list-style-type: none"> <li>The letters, which had been written by the pupils, were opened by the Prime Minister in his office in Downing Street.</li> </ul>

Simple/Compound/ Complex	<b>13. Conjunctive Adverb Sentences</b>	<ul style="list-style-type: none"> <li>The petrified boy ran as quickly as he could; however, no matter how hard he tried, he could not escape.</li> </ul>	<ul style="list-style-type: none"> <li>The chocolate cakes should be removed from the oven after thirty minutes; however, if they are not fully cooked, place them back into the oven immediately.</li> </ul>
Complex	<b>14. Extended List Sentences</b>	<ul style="list-style-type: none"> <li>The old lady wore a black pointed hat, which had a green ribbon around the middle; a long cloak with a belt; and high heeled boots.</li> </ul>	<ul style="list-style-type: none"> <li>Please place in your bag a waterproof coat with a hood; a water bottle, which has a secure lid; and a wallet containing money for the gift shop.</li> </ul>
Complex	<b>15. Extra Information Sentences</b>	<ul style="list-style-type: none"> <li>The imposing mansion (which was derelict and deserted) perched silently on the hill.</li> </ul>	<ul style="list-style-type: none"> <li>Mr Miller- the country's finest baker- has announced plans to bake Britain's first gingerbread muffin.</li> </ul>



Grammar		Punctuation	Terminology
<ul style="list-style-type: none"> <li>nouns, verbs, modal verbs, adjectives, adverbs, pronouns, relative pronouns, prepositions, articles and determiners</li> <li>simple, compound, complex sentence</li> <li>co-ordinating and subordinating conjunctions</li> <li>clauses and phrases</li> <li>main clause and subordinate clause</li> <li>subject-verb agreement</li> <li>expanded noun phrases, adverbial phrase, prepositional phrase</li> <li>relative clause</li> <li>I and me</li> <li>tenses: simple present, present progressive, present perfect, simple past, past progressive, past perfect</li> <li>Cohesive devices: adverbials, pronouns, repetition, ellipsis</li> <li>Layout devices: headings, subheadings, columns, bullets, tables</li> </ul>		<ul style="list-style-type: none"> <li>capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>commas to separate items in a list</li> <li>apostrophes for contraction</li> <li>apostrophes for possession for singular nouns</li> <li>inverted commas</li> <li>apostrophes of possession for plural nouns</li> <li>commas after fronted adverbials</li> <li>Brackets, dashes, commas to indicate parenthesis</li> <li>Commas to clarify meaning and avoid ambiguity</li> <li>Ellipsis to provide cohesion</li> <li>Hyphens in compound nouns, prefixes, compound adjectives and numbers to avoid ambiguity</li> </ul>	<ul style="list-style-type: none"> <li>modal verb</li> <li>relative pronoun</li> <li>relative clause</li> <li>parenthesis</li> <li>bracket</li> <li>dash</li> <li>cohesion</li> <li>ambiguity</li> <li>subject</li> <li>object</li> <li>active</li> <li>passive</li> <li>synonym</li> <li>antonym</li> <li>ellipsis</li> <li>hyphen</li> <li>colon</li> <li>semi-colon</li> <li>bullet points</li> <li>ellipsis</li> </ul>
Type	Name	Fiction Example	Non-fiction Example
Simple	<b>1. Expanded Noun Phrase Sentences</b>	<ul style="list-style-type: none"> <li>The dusty history book with the tattered cover had been read many times over the years.</li> <li>Unrelenting waves of fear pummelled his pounding heart.</li> <li>Hidden amongst the dense undergrowth, the crumbling cottage with grimy windows waited patiently to be discovered by a passerby.</li> </ul>	<ul style="list-style-type: none"> <li>His winning lap time, in the trickiest driving conditions imaginable, was truly inspirational.</li> <li>The Moon with many of its craters stretching as wide as 100km, is the Earth's closest neighbour.</li> <li>Flamingo Land has a wide variety of white-knuckle rides alongside a diverse collection of animals in the zoo.</li> </ul>
Compound	<b>2. Co-ordinating Conjunction Sentences</b> for, and, nor, but, or, yet, so	<ul style="list-style-type: none"> <li>Laura felt completely relaxed, for she was on holiday.</li> <li>And there amongst the slithers of shattered glass poking up from the ground like witches' fingers, was the key.</li> <li>But this time, Michael was ready.</li> </ul>	<ul style="list-style-type: none"> <li>Playing near busy roads can be highly dangerous, so children should be encouraged to play ball games in local parks or fields.</li> <li>The volcano suddenly erupted, and molten lava cascaded down its sides- surprising oblivious tourists milling around at its base.</li> </ul>

			<ul style="list-style-type: none"> <li>Uniforms have long been a way of establishing a collective identity in schools, yet many children find them uncomfortable and restrictive to wear.</li> </ul>
Complex	<b>3. Subordinating Conjunction Sentences</b> as, whilst, until, despite, before, after, although, even though	<ul style="list-style-type: none"> <li>Despite being warned not to enter the attic, Jack tugged on the dangling rope: he knew the attic would be the perfect hiding place.</li> <li>Although nothing was said out loud, I instinctively knew that it was my responsibility to care for the injured horse.</li> <li>I meandered aimlessly along the cobbled street until a high-pitched siren punctuated my happy thoughts.</li> <li>As if hypnotised, the young soldier marched bravely onto the battle field.</li> </ul>	<ul style="list-style-type: none"> <li>Although we are 30 minutes from the A19 - situated at the end of a small country lane- we believe that a day out at Murton Park is well worth the trip.</li> <li>As the excited children boarded the coach in Eston, they were blissfully unaware of how long the journey to France would actually be.</li> <li>Almost all healthy adult lizards can successfully camouflage themselves in their environment when under threat from predators.</li> </ul>
Simple/Compound/Complex	<b>4. Fronted Adverbial Sentences (When/How/Where?)</b>  time, manner, place, additional, sequential, opposing, causal, explanation, persuasive, generalising	<ul style="list-style-type: none"> <li>Tentatively, Sam clambered up the creaky steps into the dusty attic.</li> <li>Tenaciously, Alex marched up and down the corridor, searching for the clue that would finally reveal the hidden passageway.</li> <li>In a joyful manner, James cycled across town to meet his best friend in front of the clock tower at noon.</li> <li>With fists clenched tightly by his sides, Max patiently stood outside the head teacher's office.</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year, more than 50 million tourists visit mountain regions around the world.</li> <li>However, you may be wondering how this award-winning family attraction is any different to any other activity farm centre.</li> <li>Consequently, when they finally arrived at their hotel, everyone (teachers included) were exhausted and couldn't wait to get some sleep.</li> </ul>
Simple/Compound/Complex	<b>5. Question/Exclamation/Statement/Command/ Sentences</b>	<ul style="list-style-type: none"> <li>Harry frowned in the darkness and stood for a moment undecided: it couldn't possibly be?</li> <li>How ludicrous this thoughtless decision turned out to be!</li> <li>Surely that had been an act of kindness, a sign of friendship, of welcome.</li> </ul>	<ul style="list-style-type: none"> <li>Are you aware that mountains cover one fifth of the world's surface and that there are mountains in 75% of the world's countries?</li> <li>What an incredible amount of money raised this year!</li> <li>There are many ways in which unprovoked attacks on innocent gorillas can be prevented.</li> </ul>



Simple/Compound/ Complex	<b>6. Direct Speech Sentences</b>	<ul style="list-style-type: none"> <li>• "I'm petrified," Alex whispered to his best friend Tom. "Let's wait here until they've gone."</li> <li>• Mum shouted furiously up the stairs, "Hurry up otherwise we'll be late!"</li> <li>• "Is it time," he asked, "to go home?"</li> </ul>	
Simple/Compound	<b>7. List Sentences</b>	<ul style="list-style-type: none"> <li>• Eve could speak three languages: French, Italian and Spanish.</li> <li>• Olivia entered the silent classroom, pulled out her chair, picked up her pencil and began to furiously write.</li> <li>• And then exhaustion finally overtook me, sapped the strength from my legs and forced me to lie down and sleep.</li> </ul>	<ul style="list-style-type: none"> <li>• Yesterday, we went on three rides: the Nemesis roller coaster, a rather tame log fume and a huge Ferris wheel.</li> </ul>
Simple/Compound/ Complex	<b>8. Prepositional Phrase Sentences</b> <b>Time</b> -before, after, since, once, because of, during <b>Place</b> - underneath, between	<b>Time</b> <ul style="list-style-type: none"> <li>• Hattie had played by herself every single day since the beginning of term at St George's Primary School.</li> <li>• Eve always listened to music before tea.</li> </ul> <b>Place</b> <ul style="list-style-type: none"> <li>• Under the mud-encrusted plant pots, hundreds of beetles hid.</li> </ul> <b>Why?</b> <ul style="list-style-type: none"> <li>• Because of the extreme weather, James packed a thick jumper.</li> </ul>	<b>Time</b> <ul style="list-style-type: none"> <li>• We left the cinema before the end of the film.</li> <li>• I have been awake since 6am.</li> <li>• After the film, members of the audience commented positively on the highly defined animated characters and the action-packed plot.</li> </ul> <b>Place</b> <ul style="list-style-type: none"> <li>• In between the planetarium and the café, was the gift shop.</li> </ul>
Simple	<b>9. Short Sharp Sentences</b>	<ul style="list-style-type: none"> <li>• He ran.</li> <li>• She froze.</li> <li>• Closer... Closer.... Too close!</li> <li>• She was safe!</li> </ul>	
Complex	<b>10. Ing Verb Clause Sentences</b>	<ul style="list-style-type: none"> <li>• Glancing over her shoulder to check she had lost her pursuer, Katie stepped into the magic shop.</li> <li>• Leaning precariously to one side, the towering bookcase threatened to spill its contents onto the floor.</li> </ul>	<ul style="list-style-type: none"> <li>• Following much consideration and debate, we are writing to inform you of our recent decision to extend the school day of all primary school children in the United Kingdom.</li> </ul>

		<ul style="list-style-type: none"> <li>Refusing to let thoughts of his past invade the present, David ploughed on across the fields.</li> </ul>	<ul style="list-style-type: none"> <li>Taking into consideration both points of view, we have reached a decision.</li> <li>Having considered both sides of the debate, I believe that they should be banned.</li> </ul>
Complex	<b>11. Ed Verb Clause Sentences</b>	<ul style="list-style-type: none"> <li>Captivated by the melody, George's thin fingers merrily danced along the ivory keys.</li> <li>Transfixed by the ghostly figure, Sam instantly stopped in his tracks.</li> </ul>	<ul style="list-style-type: none"> <li>Humbled by the generosity of the general public, the charity event organisers thanked the crowd for their kind donations.</li> </ul>
Complex	<b>12. Relative Clause Sentences</b> who, which, where, when, whose, that	<ul style="list-style-type: none"> <li>Jacob, who was wearing a striped T-shirt that made his arms look like twigs and glasses with lenses so thick his eyes appeared to be the size of saucers, squeezed through the iron railings of the deserted graveyard.</li> <li>The fragile man, who often sat alone in his chair for days on end, thought of a time when his house (and heart) was filled with laughter.</li> </ul>	<ul style="list-style-type: none"> <li>The Alps, which are the most densely populated mountain region in the world, have 13 million people living on them.</li> <li>While the government, which decided to introduce conscription, argued that it was a fair system because all men were treated in the same way, some men were able to avoid having to go to war.</li> <li>If the school day were to be extended, all pupils would have access to a wider range of subjects and sporting opportunities throughout the school day, which would allow them to develop additional interests and skills.</li> </ul>
Complex	<b>13. Conjunctive Adverb Sentences</b>	<ul style="list-style-type: none"> <li>The dark skies and distant thunder dissuaded Ben from his afternoon game of football: moreover, he had English homework to complete for tomorrow.</li> </ul>	<ul style="list-style-type: none"> <li>Sam's apartment complex does not allow dogs over thirty pounds: otherwise, he would have purchased the gangly Great Dane puppy in the pet store window.</li> </ul>
Complex	<b>14. Extended List Sentences</b>	<ul style="list-style-type: none"> <li>The attic had crumbling walls smeared with a layer of mould; rotting floor boards, which were poking through from beneath the threadbare carpet; and exposed beams that had been gnawed at by starving rats.</li> </ul>	<ul style="list-style-type: none"> <li>Hawk Ridge Farm also has additional attractions that no other farm in the North of England can offer such as an enchanting eagle display; a rare bats' cave; and a butterfly world, containing rare species of butterfly- never seen before by members of the public.</li> </ul>

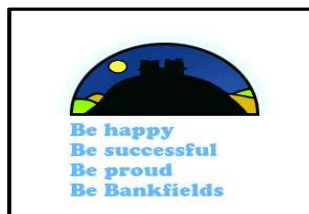
			<ul style="list-style-type: none"> <li>Involvement in the enterprise challenge would allow me to develop my speaking and listening skills; apply my mathematical knowledge in a real-life situation; and extend my entrepreneurial spirit.</li> </ul>
Complex	<b>15. Extra Information Sentences</b>	<ul style="list-style-type: none"> <li>So far as I could tell- though I couldn't be sure of it- there were only two of us on this island, the old man and me.</li> <li>The boys (referred to as the 'four mistakes' by Cherry) swam in amongst the rocks, diving and snorkelling for hours on end.</li> </ul>	<ul style="list-style-type: none"> <li>A light shower (mixed with the oil and grime usually found on public roads) produced a surface so slippery that drivers instantly had to reduce their speed.</li> <li>The controversial petition- which was signed by many- caused great outrage amongst the community.</li> </ul>
Complex	<b>16. Multi-Clausal Sentences</b>	<ul style="list-style-type: none"> <li>Noticing the weeping children, I hugged my mum tightly, hoping to change her mind.</li> <li>I was lying in the sea, just floating there and daydreaming, when I heard a shriek from the beach.</li> <li>Before Jacob was born, the rocking horse had stood still for many years, gathering dust.</li> </ul>	<ul style="list-style-type: none"> <li>Because of their courageous efforts, all of the passengers were saved, which was nothing short of a miracle.</li> <li>Whilst in the leisure centre, you must obey the rules, which are clearly displayed.</li> </ul>
Simple/Compound/Complex	<b>17. Passive Voice Sentences</b>	<ul style="list-style-type: none"> <li>The register was taken by the instructor at the beginning of every session.</li> </ul>	<ul style="list-style-type: none"> <li>The first match was won by Bankfields Primary School.</li> <li>The passengers on the stricken vessel were rescued by a lifeboat.</li> </ul>
Simple/Compound/Complex	<b>18. Figurative Language Sentences</b>	<ul style="list-style-type: none"> <li>The crisp white snow covered the ground like sparkling white diamonds.</li> <li>Smoke billowed across the unsuspecting sky, blocking out the subdued sun.</li> <li>Drowning in a sea of green, James fumbled for his gas mask.</li> </ul>	
Compound/Complex	<b>19. Semi-colon to Separate Main Clauses</b>	<ul style="list-style-type: none"> <li>Numb fingers slowly unfastened the lock; the lid flew open, revealing the iridescent pearl.</li> </ul>	<ul style="list-style-type: none"> <li>Jake hated the film; Emily thought it was brilliant.</li> </ul>
Compound/Complex	<b>20. Colon to Separate Clauses</b>	<ul style="list-style-type: none"> <li>Waves crashed against the algae-covered rocks: Millie gathered her shells and slipped her flip flops onto her partly submerged feet- it was time to head for home.</li> </ul>	<ul style="list-style-type: none"> <li>I can't wait for tomorrow: I am going skydiving!</li> </ul>

# English Scheme of Work

## The Grammar Dictionary



Bankfields Primary





## The Grammar Dictionary

1. A simple sentence contains a subject, a verb and an object.
2. A verb is an action.
  - We have obvious verbs such as **run, jump, skip, hop and clap**.
  - We have not so obvious verbs that we do with our brains and our hearts such as **dream, analyse, speculate, imagine, create and believe**.
  - A top tip is that you can put 'I' before a verb.
3. The verb 'to be' in the present tense:

I am	Past tense:
You are	I was
He/She/It is	You were
We are	He/She/It was
You are	We were
They are	You were
	They were
4. A phrase is a group of words without a verb while a clause is a group of words with a verb.
5. A compound sentence contains two main clauses joined together by a co-ordinating conjunction.
6. Such as **for, and, nor, but, or, yet, so**
7. A complex sentence contains a main clause and a subordinate clause, which is sometimes separated by a comma if the subordinate clause comes first.
8. A main clause makes sense on its own while a subordinate clause does not.
9. A subordinate clause begins with a subordinating conjunction such as, **as, while, whilst, if, when, after, before, despite, although, until, once, since, because, even though**.
10. A noun is the name of person, place or thing.
  - We have common nouns that are the names of everyday objects such as **table, chair, pencil, ruler, floor, ceiling, volcano**.
  - We have proper nouns that are the names of specific people, places and things such as **Monday, September, Eston, Middlesbrough, England, Europe, River Tees, River Thames, Michael Morpurgo, Winston Churchill, The Eiffel Tower**.
  - We have collective nouns which are groups of things such as **a gaggle of geese, a parliament of owls, a pack of wolves, a deck of cards, a bundle of paper**.
  - We have abstract nouns that we can't see or touch, but can feel in our hearts such as **fear, anger, disgust, joy, sadness, jealousy, sympathy, justice, dismay**.
11. Adjectives modify nouns.
12. An expanded noun phrase is a phrase that plays the role of the noun in the sentence.
  - A simple noun phrase can be expanded by adding an adjective before the noun and a prepositional phrase after the noun. For example, **the bright blue chair with four black legs**.
13. The definite article is **the** and the indefinite article is **a** or **an**. We use **a** when the word that follows it begins with a consonant and **an** when the word that follows it begins with a vowel.
14. They belong to the family of determiners. For example, **a, an, the, that, this, those, these, their, our, his, her, your, some, a few, many, a dozen, one**.

15. Pronouns are words that are used to replace nouns.

- We have personal pronouns such as **I, you, he, she, it, we, they, me, him, her, it, us, them, themselves, yourselves.**
- We have possessive pronouns such as **mine, yours, his, hers, theirs, ours**
- We have relative pronouns such as **who, which, that, where, whose, whom.**

16. Relative clauses begin with a relative pronoun and are a type of subordinate clause used in complex sentences.

17. Adverbs modify verbs, adjectives and other adverbs.

- For example, The swan swam **gracefully**. The game was **incredibly** boring. He played **really** badly.

18. We have adverbs and adverbials of time, manner and place.

**Time-** last week, later that day, a short while later, now, soon **Manner-** anxiously, tentatively, surreptitiously

**Place-** in the distance, on the horizon, deep beneath the undergrowth.

19. A fronted adverbial comes at the front of the sentence followed by a comma.

20. We have adverbs of **possibility-** perhaps, maybe, definitely, certainly; adverbs of **frequency-** often, again, once, soon, occasionally, rarely, never; and **degree-** too, enough, very, extremely, almost, quite, still, best.

21. Modal verbs are special verbs that help us to express **possibility** and **certainty**. For example, **would, could, should, ought, shall, will, must, might, may, can, can't, couldn't, wouldn't, shouldn't.**

22. Prepositions tell you where, when or why things happen. Some prepositions can actually be subordinating conjunctions if a verb follows it.

- **Prepositions of Place-** in, on, above, below, between, through. **Prepositions of Time-** during, after, before, once, since, until. **Prepositions of Reason-** because of. **Prepositions that can also be Subordinating Conjunctions-** after, before, once, since, until.

23. A prefix is a group of letters at the front of a word while a suffix is a group of letters at the end of a word.

24. Synonyms are words with the same meaning while antonyms are words with the opposite meaning.

25. I and me are personal pronouns. I is always the subject and me is always the object in a sentence. I always comes before the verb and me always comes after it.

26. There are four sentence functions: statement, question, command and exclamation. Exclamation sentences begin with **WHAT** and **HOW**. For example, **What big teeth you have Grandma! How rude you are young lady!**

27. We have six tenses to remember: **simple present, simple past, present progressive, past progressive, which is the verb to be plus ing. Present perfect and past perfect, which is the verb to have plus the past participle verb form.** For example, **I see, I saw, I am seeing, I was seeing, I have seen, I had seen. They eat, They ate, They are eating, They were eating, They have eaten, They had eaten.**

28. Sentences can be in the active voice: **Subject Verb Object** (The cat sat on the mat.) or the passive voice where the subject of the sentence has the action done to it. (The mat was sat on by the cat.) The passive voice uses the verb **to be** plus the past participle verb form and is often followed by the preposition **by**. For example, **The meal was eaten by Jack. The hymns were sung by the choir. The bell is rung by Mr Foster.**

29. We can write in the subjunctive voice to show something **imagined, requested or possible.**

For example, **If I were a butterfly...If I were to win the lottery... The Queen demanded that he be here on time.**

30. In formal speech and when writing, we use Standard English. For example, **I did it or I have done it. I saw it or I have seen it. I could have, I would have, I should have, I might have and I may have.**

# English Scheme of Work

## National Curriculum Spelling Objectives



Bankfields Primary





## National Curriculum 2014 Spelling Objectives

An overview of the spelling rules/sounds to be taught for each wordlist

Wordlists 1 - 6	Year One Spelling Patterns
<b>Autumn Term</b> List 1	<ul style="list-style-type: none"> <li>Vowel digraphs and trigraphs: ay oy oi ee a-e</li> <li>The digraphs ay and oy are virtually never used at the end of English words.</li> <li>Common exception words</li> </ul>
List 2	<ul style="list-style-type: none"> <li>Vowel digraphs and trigraphs: oo oa oe ou</li> <li>The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck</li> <li>The /ŋ/ sound spelt n before k</li> <li>Common exception words</li> </ul>
<b>Spring Term</b> List 3	<ul style="list-style-type: none"> <li>Vowel digraphs and trigraphs: ar ir ur ow ue ew</li> <li>Common exception words</li> </ul>
List 4	<ul style="list-style-type: none"> <li>Vowel digraphs and trigraphs: or ore aw air ear are</li> <li>Compound words</li> <li>Common exception words</li> </ul>
<b>Summer Term</b> List 5	<ul style="list-style-type: none"> <li>Vowel digraphs and trigraphs: ai i-e o-e u-e ie igh</li> <li>-tch</li> <li>The /v/ sound at the end of words</li> <li>Adding s and es to words (plural of nouns and the third person singular of verbs)</li> <li>Common exception words</li> </ul>
List 6	<ul style="list-style-type: none"> <li>Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word</li> <li>New consonant spellings: wh and ph</li> <li>Words ending -y (/i:/ or /ɪ/)</li> <li>Adding the prefix un</li> <li>Common exception words</li> </ul>
Wordlists 7 - 12	Year Two Spelling Patterns
<b>Autumn Term</b> List 7	<ul style="list-style-type: none"> <li>The /d_ʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y</li> <li>The /s/ sound spelt c before e, i and y</li> <li>The /n/ sound spelt kn and (less often) gn at the beginning of words</li> <li>Common exception words</li> </ul>
List 8	<ul style="list-style-type: none"> <li>The /a_ɪ/ sound spelt -y at the end of words</li> <li>Adding -es to nouns and verbs ending in -y</li> <li>Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it.</li> <li>Adding -ed, -ing, -er and -est to a root word ending in -e with a consonant before it.</li> <li>Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter</li> <li>Common exception words</li> </ul>
<b>Spring Term</b> List 9	<ul style="list-style-type: none"> <li>The /ɪ/ sound spelt wr at the beginning of words</li> <li>The /l/ or /əl/ sound spelt -le at the end of words</li> <li>The /l/ or /əl/ sound spelt -el at the end of words</li> <li>The /l/ or /əl/ sound spelt -al at the end of words</li> <li>Words ending -il</li> <li>The /ɔ:/ sound spelt a before l and ll- al</li> <li>The /ʌ/ sound spelt o</li> <li>Common exception words</li> </ul>





## National Curriculum 2014 Spelling Objectives

List 10	<ul style="list-style-type: none"> <li>The /i:/ sound spelt -ey</li> <li>The /v/ sound spelt a after w and qu</li> <li>The /ɔ:/ sound spelt a after w</li> <li>The /z/ sound spelt s</li> <li>Homophones and near-homophones</li> <li>Common exception words</li> </ul>
<b>Summer Term</b> List 11	<ul style="list-style-type: none"> <li>Words ending in -tion</li> <li>Homophones and near-homophones</li> <li>Suffixes- ment, ness, ful, less and ly</li> <li>Common exception words</li> </ul>
List 12	<ul style="list-style-type: none"> <li>The possessive apostrophe (singular nouns)</li> <li>Contractions</li> <li>Homophones and near-homophones</li> <li>Common exception words</li> </ul>
<b>Wordlists</b> <b>13 - 18</b>	<b>Year 3 Spelling Patterns</b>
<b>Autumn Term</b> List 13	<ul style="list-style-type: none"> <li>Possessive apostrophe with singular and plural words</li> <li>Homophones and near-homophones</li> <li>Common exception words</li> </ul>
List 14	<ul style="list-style-type: none"> <li>Homophones and near-homophones</li> <li>Common exception words</li> </ul>
<b>Spring Term</b> List 15	<ul style="list-style-type: none"> <li>The suffix -ly</li> <li>Common exception words</li> </ul>
List 16	<ul style="list-style-type: none"> <li>The /ʌ/ sound spelt ou</li> <li>Prefixes- dis, mis, in, il</li> <li>Common exception words</li> </ul>
<b>Summer Term</b> List 17	<ul style="list-style-type: none"> <li>Words endings -sure and ture</li> <li>Adding suffixes beginning with vowel letters to words of more than one syllable</li> <li>Prefix- sub</li> <li>Homophones and near-homophones</li> <li>Common exception words</li> </ul>
List 18	<ul style="list-style-type: none"> <li>Adding suffixes beginning with vowel letters to words of more than one syllable</li> <li>Prefix- super</li> <li>Homophones and near-homophones</li> <li>Common exception words</li> </ul>
<b>Wordlists</b> <b>19 - 24</b>	<b>Year 4 Spelling Patterns</b>
<b>Autumn Term</b> List 19	<ul style="list-style-type: none"> <li>Possessive apostrophe with singular and plural words</li> <li>Prefixes- im, ir, re</li> <li>Common exception words</li> </ul>
List 20	<ul style="list-style-type: none"> <li>Word endings -tion, -sion, -ssion and -cian</li> <li>Common exception words</li> </ul>
<b>Spring Term</b> List 21	<ul style="list-style-type: none"> <li>Prefix- inter</li> <li>The suffix -ous</li> <li>Common exception words</li> </ul>
List 22	<ul style="list-style-type: none"> <li>Prefix- anti and auto</li> <li>i spelt y as in myth</li> <li>Common exception words</li> </ul>
<b>Summer Term</b> List 23	<ul style="list-style-type: none"> <li>Words with the /k/ sound spelt ch (Greek in origin)</li> <li>Words with the /j/ sound spelt ch (mostly French in origin)</li> <li>Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)</li> <li>Common exception words</li> </ul>



## National Curriculum 2014 Spelling Objectives

List 24	<ul style="list-style-type: none"> <li>ce- science, discipline</li> <li>Words with the /e_i/ sound spelt ei, eigh, or ey</li> <li>Common exception words</li> </ul>
<b>Wordlists 25 - 30</b>	<b>Year 5 Spelling Patterns</b>
<b>Autumn Term</b> List 25	Endings which sound like /ʃəs/ spelt -cious or -tious Common exception words
List 26	Endings with cial and tial Words ending in -ant, -ance, -ancy Common exception words
<b>Spring Term</b> List 27	Words ending in, -ent, -ence and -ency Common exception words
List 28	Homophones and near-homophones Common exception words
<b>Summer Term</b> List 29	Homophones and near-homophones Common exception words
List 30	Words containing the letter-string ough Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) Common exception words
<b>Wordlists 31 - 36</b>	<b>Year 6 Spelling Patterns</b>
<b>Autumn Term</b> List 31	Words ending in -ably and -ibly Words ending in -ible and -able Common exception words
List 32	Homophones and near-homophones Common exception words
<b>Spring Term</b> List 33	Adding suffixes beginning with vowel letters to words ending in fer Common exception words
List 34	The 'i before e except after c' rule generally applies to words when the sound is /ee/ Common exception words
<b>Summer Term</b> List 35	Use of the hyphen- hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.
List 36	Spelling revision



## National Curriculum 2014 Spelling Objectives

Year 1		
Wordlist 1	Wordlist 2	Wordlist 3
Words with Sounds	Words with Sounds	Words with Sounds
day, play, say, way, stay boy, toy, enjoy, annoy see, tree, green, meet, week oil, join, coin, point, soil made, came, same, take, safe	food, pool, moon, zoo, soon book, took, foot, wood, good boat, coat, road, coach, goal toe, goes out, about, mouth, around, sound off, well, miss, buzz, back bank, think, honk, sunk	car, start, park, arm, garden girl, bird, shirt, first, third turn, hurt, church, burst, Thursday now, how, brown, down, town own, blow, snow, grow, show blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw
Common Exception Words	Common Exception Words	Common Exception Words
a, the, to, I, is, he, she, we, no, me, be	no, go, so, by, my, here, there, where	of, said, says, are, were, was, his, has, you, your, they

Wordlist 4	Wordlist 5	Wordlist 6
Words with Sounds	Words with Sounds	Words with Sounds
for, short, born, horse, morning more, score, before, wore, shore saw, draw, yawn, crawl air, fair, pair, hair, chair dear, hear, beard, near, year bear, pear, wear bare, dare, care, share, scared football, playground, farmyard, bedroom, blackberry	catch, fetch, kitchen, notch, hutch rich, which, much, such rain, wait, train, paid, afraid five, ride, like, time, side home, those, woke, hope, hole June, rule, rude, use, tube, tune lie, tie, pie, cried, tried, dried high, night, light, bright, right have, live, give cats, dogs, spends, rocks, thanks, catches	hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper grander, grandest, fresher, freshest, quicker, quickest very, happy, funny, party, family when, where, which, wheel, while dolphin, alphabet, phonics, elephant unhappy, undo, unload, unfair, unlock
Common Exception Words	Common Exception Words	Common Exception Words
put, push, pull, full, house, our, do, today, of	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our



## National Curriculum 2014 Spelling Objectives

Year 2		
Wordlist 7	Wordlist 8	Wordlist 9
badge, edge, bridge, dodge, fudge age, huge, change, charge, bulge, village gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust race, ice, cell, city, fancy knock, know, knee, gnat, gnaw	cry, fly, dry, try, reply, July flies, tries, replies, copies, babies, carries copied, copier, happier, happiest, cried, replied hiking, hiked, hiker, nicer, nicest, shiny patting, patted, humming, hummed, dropping, dropped, sadder saddest, bigger, biggest, runner, runny	write, written, wrote, wrong, wrap table, apple, bottle, little, middle camel, tunnel, squirrel, travel, towel, tinsel metal, pedal, capital, hospital, animal pencil, fossil, nostril all, ball, call, walk, talk, always other, mother, brother, nothing, Monday
Common Exception Words	Common Exception Words	Common Exception Words
door, floor, poor, because, find, kind, mind, behind, child, children	wild, climb, most, only, both, old, cold, gold, hold, told, every	everybody, even, great, break, steak, pretty, class, grass, pass, plant, path

Wordlist 10	Wordlist 11	Wordlist 12
key, donkey, monkey, chimney, valley, want, watch, wander, quantity, squash, word, work, worm, world, worth, war, warm, towards, television, treasure, usual bare, bear            one, won sun, son            to, too, two be, bee            blue, blew night, knight	station, fiction, motion, national, section there, their, they're here, hear quite, quiet see, sea enjoyment, merriment sadness, kindness plainness, happiness hopeless, penniless plentiful, beautiful badly, happily	can't, won't, didn't, couldn't, it's, I'll the girl's, the boy's, Katie's, Ahmed's, the child's, the man's
Common Exception Words	Common Exception Words	Common Exception Words
could, should, would, who, whole, any, many, clothes, busy, people	after, fast, last, past, father, bath, hour, move, prove, improve sure, sugar, eye, water, again, half, money, Mr, Mrs, parents Christmas, beautiful	door, floor, poor, because, find, kind, mind, behind, child, children wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas



## National Curriculum 2014 Spelling Objectives

Year 3		
Wordlist 13	Wordlist 14	Wordlist 15
<b>Revision of Y1 and Y2 spellings</b> girl's, girls' boy's, boys' men's, babies', children's, mice's Cyprus's Thomas's Jesus's here, hear heel, heal, he'll not, knot male, mail accept, except affect, effect	ball, bawl berry, bury break, brake fair, fare great, grate groan, grown main, mane meat, meet missed, mist piece, peace plain, plane rain, rein, reign seen, scene weather, whether whose, who's	sadly, completely, usually, finally, comically happily, angrily gently, simply, humbly, nobly basically, frantically, dramatically
Common Exception Words	Common Exception Words	Common Exception Words
accidentally, actually, address, answer, appear, arrive, believe bicycle	breath, breathe, build, busy/business, calendar caught, centre, century, certain	circle, complete, consider, continue, decide, describe, different, difficult, disappear

Wordlist 16	Wordlist 17	Wordlist 18
young, touch, double, trouble, country disappoint, disagree, disobey misbehave, mislead, misspell, inactive, incorrect illegal, illegible	measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure subdivide, subheading, submarine, submerge	forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation supermarket, superman, superstar
Common Exception Words	Common Exception Words	Common Exception Words
enough, exercise, experience, experiment, extreme, famous, favourite, February	forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn	length, library, material, medicine, mention, minute



## National Curriculum 2014 Spelling Objectives

Year 4		
Wordlist 19	Wordlist 20	Wordlist 21
spider's legs, spiders' legs witch's broomsticks, witches' broomsticks men's, babies', children's, mice's Cyprus's Thomas's Jesus's immature, immortal, impossible, impatient, imperfect irregular, irrelevant, irresponsible redo, refresh, return, reappear, redecorate	invention, injection, action, hesitation, completion, information, adoration, sensation, preparation, admiration expression, discussion, confession permission, admission, expansion, extension, comprehension, tension, division, invasion, confusion, decision, collision, television musician, electrician, magician, politician, mathematician	interact, intercity, international, interrelated tremendous, enormous, jealous humorous, glamorous, vigorous, courageous, outrageous serious, obvious, curious, hideous, spontaneous, courteous
Common Exception Words	Common Exception Words	Common Exception Words
natural, naughty, notice, occasion(ally), often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess(ion), possible	potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate	special, straight, strange, strength, suppose, surprise, therefore, though, although

Wordlist 22	Wordlist 23	Wordlist 24
antiseptic, anti-clockwise, antisocial autobiography, autograph myth, gym, Egypt, pyramid, mystery	scheme, chorus, chemist, echo, character league, tongue, antique, unique chef, chalet, machine, brochure	science, scene, discipline, fascinate, crescent vein, weigh, eight, neighbour, they, obey,
Common Exception Words	Common Exception Words	Common Exception Words
thought, through, various, weight, woman, women	Children to work on Y3 and Y4 statutory word list on own personal errors.	Children to work on Y3 and Y4 statutory word list on own personal errors.



## National Curriculum 2014 Spelling Objectives

Year 5		
Wordlist 25	Wordlist 26	Wordlist 27
<b>Revision of Y3 and Y4 spellings</b> vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious	official, special, artificial, partial, confidential, essential observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial) assistant, assistance	innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential) obedient, obedience, independent, independence reference, referee, preference, transference
Common Exception Words	Common Exception Words	Common Exception Words
accommodate, accompany, according, achieve, aggressive, amateur, ancient	apparent, appreciate, attached, available, average, awkward, bargain	bruise, category, cemetery, committee, communicate, community, competition, conscience, conscious

Wordlist 28	Wordlist 29	Wordlist 30
farther: further father: a male parent guessed: past tense of the verb guess guest: visitor heard: past tense of the verb hear herd: a group of animals led: past tense of the verb lead lead: present tense of that verb, or else the metal which is very heavy (as heavy as lead)	farther, further, father guessed, guest heard, herd led, lead morning, mourning past, passed precede, proceed principal, principle profit, prophet stationary, stationery	doubt, island, lamb, solemn, thistle, knight ought, bought, thought, nought, brought, fought rough, tough, enough, cough, though, although, dough through thorough, borough plough
Common Exception Words	Common Exception Words	Common Exception Words
controversy, convenience, correspond, criticise, curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment	equip, equipped, equipment, especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate, immediately	individual, interfere, interrupt, language, leisure, lightning, marvellous



## National Curriculum 2014 Spelling Objectives

Year 6		
Wordlist 31	Wordlist 32	Wordlist 33
adorable/adorably applicable/applicably considerable/considerably tolerable/tolerably changeable, noticeable, dependable, comfortable, understandable, reasonable, enjoyable, reliable  forcible, forcibly legible, legibly possible, possibly, horrible, horribly, terrible, terribly, visible, visibly, incredible, incredibly, sensible, sensibly	advice, advise device, devise licence, license practice, practise prophecy, prophesy steal, steel wary, weary who's, whose aisle, isle aloud, allowed affect, effect altar, alter ascent, assent bridal, bridle cereal, serial compliment, complement descent, dissent desert, dessert draft, draught	referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference
Common Exception Words	Common Exception Words	Common Exception Words
mischievous, muscle, necessary, neighbour, nuisance, occupy, occur, opportunity, parliament	persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue	recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincere, sincerely
Wordlist 34	Wordlist 35	Wordlist 36
deceive, conceive, receive, perceive, ceiling Exceptions- protein, caffeine, seize, either, neither (depending on pronunciation)	co-ordinate, re-enter, co-operate. co-own thirty-one, forty-four, ninety- eight, two-third, five-tenths mother-in-law, son-in-law	Spelling Revision
Common Exception Words	Common Exception Words	Common Exception Words
soldier, stomach, sufficient, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht	Children to work on Y5 and Y6 statutory word list on own personal errors.	Children to work on Y5 and Y6 statutory word list on own personal errors.





## Principle Teaching Lessons for Spelling

Day	Activity	Purpose
Monday	Words to log and learn	<ul style="list-style-type: none"><li>• To introduce 10 spellings from the statutory word lists to learn for homework.</li><li>• To revise strategies used to learn common exception words.</li><li>• To model joined handwriting style used in school.</li><li>• To model and practise LSCWC method.</li></ul>
Tuesday	Code Breaking Word Building (Lessons 11-15 from Sounds-Write)	<ul style="list-style-type: none"><li>• Choose 10 words from the termly spelling list.</li><li>• Use dots and dashes to code each word in turn.</li><li>• When using polysyllabic words, build the words into syllables using an appropriate Sounds -Write lesson.</li></ul>
Wednesday	Spelling Investigation	<ul style="list-style-type: none"><li>• Choose the right word.</li><li>• Synonym and antonym hunt</li><li>• Dictionary definition race</li><li>• Find the rule</li><li>• Team teach</li><li>• Four in a row</li><li>• Speed Spell</li></ul>
Thursday	Dictation	<ul style="list-style-type: none"><li>• Children write down sentences or a short paragraph containing spelling words.</li><li>• Self or peer assessment of sentences written.</li></ul>
Friday	Spelling Test	<ul style="list-style-type: none"><li>• Spelling test - Include 10 from statutory word list and some from spelling pattern taught during the week.</li></ul>

# English Scheme of Work

Speaking and  
Listening Objectives



## Bankfields Primary





## KS1 Speaking and Listening Objectives

Year Group	Speaking and Listening objectives to be covered in each year group	
	Speaking and Listening Objectives	Useful teaching activities
Nursery	<ul style="list-style-type: none"> <li>To listen and respond to instructions</li> <li>To listen to stories and rhymes.</li> <li>To listen to each other.</li> <li>To talk about families, events and the world around them.</li> <li>To begin to explain and question What? Why? Where? and How?</li> <li>To begin to describe what is happening</li> <li>To take turns (conventions of conversation)</li> <li>To talk about events and characters in stories</li> </ul>	<ul style="list-style-type: none"> <li>Quiet Time</li> <li>Songs and rhymes involving actions</li> <li>Role-play e.g. home corner, travel agents, office etc.</li> <li>Baking activities/ sandwich making activities</li> <li>Construction/ play dough/ sand/ water/ gluing and sticking/ paint mixing activities</li> <li>Circle Time</li> <li>BLAST- small group of 6 children each term to boost language, attention skills and talking.</li> <li>Table top activities- lotto, dominoes, snap, memory pairs</li> <li>Talking Partners</li> <li>Group work in story corner or rainbow room</li> </ul>
Reception	<ul style="list-style-type: none"> <li>To listen with enjoyment to stories, songs and rhymes.</li> <li>To initiate conversations with others.</li> <li>To speak with confidence and control.</li> <li>To use language to imagine and recreate roles and experiences.</li> <li>To sustain attentive listening and to respond appropriately to questions.</li> </ul>	<ul style="list-style-type: none"> <li>Birthday assembly</li> <li>Talking Partners</li> <li>Show and Tell</li> <li>Circle Time</li> <li>Listening Tapes</li> <li>Role-play</li> <li>Story time</li> <li>Nursery rhymes</li> <li>Language master activities</li> </ul>



## KS1 Speaking and Listening Objectives

Year Group	Speaking and Listening objectives to be covered in each year group	
	Speaking and Listening Objectives	Useful teaching activities
Year 1	<ul style="list-style-type: none"> <li>To recite stories and rhymes with predictable and repeating patterns.</li> <li>To speak clearly and in full sentences about somewhere they have been or a story they have heard.</li> <li>To be able to talk to the class about a Y1 topic or object of interest.</li> <li>To take part in small group role-play activities and perform to the class.</li> <li>To discuss reasons for or causes of incidents in stories.</li> <li>To discuss characters in stories.</li> <li>To listen to others and to stories with sustained interest and concentration.</li> <li>To listen to, understand and follow several instructions.</li> <li>To answer the question they are asked.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to and learn action songs and poems</li> <li>Talking Partners</li> <li>Telephone conversations</li> <li>Show and Tell</li> <li>Role-play</li> <li>Hot-seating</li> <li>Babble- Gabble</li> <li>Draw a story</li> <li>Circle Time</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>To speak clearly and confidently.</li> <li>To listen with understanding</li> <li>To be able to explain and describe.</li> <li>To follow instructions.</li> <li>To take part in role-play</li> <li>To retell a story</li> <li>To listen, learn and recite poems and rhymes.</li> <li>To listens and respond to stories, television, tapes and other people.</li> </ul>	<ul style="list-style-type: none"> <li>Talking Partners</li> <li>Show and Tell</li> <li>Role-play</li> <li>Hot-seating</li> <li>Circle Time</li> <li>Brains Trust</li> <li>Tongue Twisters</li> <li>Retelling stories</li> <li>Physical theatre- miming</li> <li>Reciting poems and rhymes</li> <li>Interviews</li> <li>Asking relevant questions</li> <li>Making appropriate responses</li> </ul>



## KS2 Speaking and Listening Objectives

Year Group	Speaking and Listening objectives that must be covered in each year group
	Speaking and Listening Objectives
Year 3	<p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>To explain a process or present information to the class.</li> <li>To choose, prepare and perform poetry to the class.</li> <li>To converse appropriately and explain answers.</li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>To respond appropriately in whole class discussions.</li> <li>To identify the presentational features used in radio and television broadcasts.</li> <li>To identify key sections in radio and television broadcasts.</li> </ul> <p><b>Group discussion and interaction:</b></p> <ul style="list-style-type: none"> <li>To use talk to organise roles within a group when carrying out an investigation in science.</li> <li>To actively use and include all members of the group.</li> <li>To discuss the feelings, behaviour and relationships of characters in stories.</li> </ul> <p><b>Drama:</b></p> <ul style="list-style-type: none"> <li>To act out a dialogue between two characters to engage the interest of the audience.</li> <li>To identify and discuss the qualities of other performances.</li> <li>To use drama activities to explore key issues in stories.</li> </ul>
Year 4	<p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>To use and reflect on ground rules for dialogue.</li> <li>To respond appropriately to the contributions of others.</li> <li>To tell stories using voice effectively.</li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>To compare different contributions of music, words and images in short extracts from television programmes.</li> <li>To listen to a speaker, make notes on the talk and use the notes to develop a role-play.</li> <li>To investigate how talk varies with age, familiarity, gender and purpose.</li> </ul> <p><b>Group discussion and interaction:</b></p> <ul style="list-style-type: none"> <li>To take different roles in group investigations. Include roles of leader, reporter, scribe and mentor.</li> <li>To use all group members efficiently, check progress and make alterations to the group if necessary.</li> <li>To develop an oral presentation. Identify the main points of each speaker, compare their arguments and how they are presented.</li> </ul> <p><b>Drama:</b></p> <ul style="list-style-type: none"> <li>To comment constructively on plays and performances.</li> <li>To develop scripts based on improvisation.</li> <li>To create roles showing how behaviour of characters in stories can be interpreted from different viewpoints.</li> </ul>



## KS2 Speaking and Listening Objectives

Year Group	Speaking and Listening objectives to be covered in each year group	
	Speaking and Listening Objectives	Useful teaching activities
Year 5	<p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>To tell a story using cue cards.</li> <li>To identify different question types and evaluate impact of audience.</li> <li>To present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language.</li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>To compare how some aspects of talk change between formal and informal occasions, e.g. news broadcast and a children's show.</li> <li>To use and explore different question types.</li> <li>To analyse the use of persuasive language.</li> </ul> <p><b>Group discussion and interaction:</b></p> <ul style="list-style-type: none"> <li>To plan and manage a group task, organising and utilising different roles.</li> <li>To use the language of decision making when working within the group.</li> <li>To understand different ways to lead and support others in a group.</li> </ul> <p><b>Drama:</b></p> <ul style="list-style-type: none"> <li>To perform a scripted scene making use of dramatic conventions.</li> <li>To reflect on how working in role helps to explore complex issues.</li> <li>To comment constructively on plays and performances.</li> </ul>	
Year 6	<p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>To use a range of oral techniques to present a persuasive argument.</li> <li>To participate in a whole class debate using debating conventions.</li> <li>To use talk to explore ideas, topics or issues.</li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>To analyse and evaluate how speakers present points effectively through the use of language and gestures.</li> <li>To make notes when listening for a sustained period.</li> <li>To listen for language variation in formal and informal contexts.</li> </ul> <p><b>Group discussion and interaction:</b></p> <ul style="list-style-type: none"> <li>To understand and use a variety of ways to criticise constructively and respond appropriately to criticism.</li> <li>To identify ways of coping with a disagreement so that a group task or discussion still proceeds.</li> <li>To identify the differences between standard English and dialects.</li> </ul> <p><b>Drama:</b></p> <ul style="list-style-type: none"> <li>To evaluate different types of performances, e.g. plays, films etc.</li> <li>To improvise using a range of drama strategies and conventions to explore themes such as hopes, fears and aspirations.</li> <li>To devise a performance considering how to adapt the performance for a specific audience.</li> </ul>	



## KS2 Drama Warm-up Games

### Buzz Buzz

All children move about the hall not making eye contact. Teacher shouts 'freeze' all children freeze. Teacher points to one child and says 'buzz' and that child has to perform a repeating movement (an accompanying sound can also be made) while the others watch. Then the teacher shouts 'buzz buzz' and all children copy exactly the action of the first child, keeping together in rhythm. After a few minutes the teacher calls 'walk' and the group continue walking around the hall until the next command of 'freeze' starts the game again.

### Liar

All children sitting in a circle. One person (A) starts a mime e.g. lighting a fire. Another person who wants to go into the middle asks 'What are you doing?' (A) must answer untruthfully e.g. 'I am flying a kite' (B) then has to mime flying a kite while (A) rejoins the circle. Then another person comes in to ask the question 'What are you doing?' and so on. Develop into more difficult mimes e.g. A man trying to shave on a moving train or taking the dog for a walk while trying to fasten shoes or cleaning teeth and getting dressed at the same time.

### Many Marcells

The children are each given a slip of paper and told to find a space. They may not speak or do anything other than think about what is written on their paper. When the teacher says 'go' everyone mimes according to their piece of paper. After about ten seconds the teacher says 'freeze' and everyone swaps their piece of paper and the game starts again. An interesting variation is for half the class to watch then change over but use different slips of paper if you are going to guess what is happening. Some ideas for the paper might be:

Everybody in the room smells! Oh no! This parcel I am holding has just started to tick!

I have lost a tiny key and it's so important that I find it. My trousers/shoes are too tight.

I am holding a very hot plate which has to be put on the table very carefully.

It's freezing in here. What! My hair has turned green. I am an elephant on roller skates.

### Mystery Box

All sitting in a circle and a box is passed around. Each child opens the box and mimes something taken from the box - it could be a kitten, a toothbrush, a football etc. Others guess. The box is then passed on.

### Machines

All in a circle - one child goes into the middle and creates a moving part of a machine, the next follows trying to link their movement to the first, then the next child joins on and so on. Sounds can also be used. This can also be a group task, each showing their machine once they have rehearsed it. An extension can be to give each moving part of the machine a feeling and a line to say how they are feeling. Ask 'What is this machine making/doing?' Describe what your function in the machine is?'

### Zoom Eek

Children all say Zoom one after the other around the circle. Anyone can stop it and reverse it by shouting Eek instead of saying Zoom. It must then change direction. No one can say Eek more than once. An extension could be to send a Zoom in each direction.



## KS2 Drama Warm-up Games

### Cross the circle

Everyone is numbered around a circle as 1,2,3,4,or 5 depending on how many in the group. Call their number and they have to cross the circle as ..a ballerina ..a moonwalker ..a fashion model etc

### Steal a slave

Have children in pairs, one on a chair, the other standing behind. Pupil on the chair **MUST** sit with their back touching the back of the chair. Pupil behind, **MUST** keep their hands behind their backs. The seated pupil is the slave. The standing pupil is the master. One chair is empty with a child behind it. They have to get a slave by winking at someone else's slave who will attempt to sneak away from their old master. Masters have to stop slave from leaving by tapping their slave on the shoulder. If the slave gets away before being tapped on the shoulder the newly 'slave-less' master has to wink at another slave etc.

### Led by string

Children move about the hall and must imagine that a string is attached to various parts of the body that the teacher will shout out e.g. big toe, nose, ear, elbow knee etc....

### Catch a story

Have a ball or a beanbag. Begin a story. Throw it to someone who must continue the story. This is better than trying to drag it around the circle and shy people can get rid of the story after only one word. A variation on this is fortunately, unfortunately. Each person must add a sentence e.g.

Unfortunately, the plane's engines failed.

Fortunately, the pilot had a parachute.

Unfortunately, the parachute would not open.

Fortunately, he fell into a haystack etc.

### Change the action

Children must copy the teacher's previous action every time 'change' is shouted ego

Teacher claps hands. Pupils sit still. Teacher shouts 'change' and begins to pat knees. Children clap their hands. Teacher shouts 'change' again and begins to click fingers. Children now pat their knees.

### The ruler game

A ruler is passed around a circle. Each person who receives the ruler has to make it become something with a mime. It might become a watch, a comb, a trumpet etc. A mime cannot be repeated. Try different shaped objects to stimulate imagination.





## Drama Techniques for the Classroom

### Collective drawing

Groups create a picture to represent a character or place, which is a shared understanding of that person or place drawn. They can also add words or phrases to the drawing, which detail feelings, thoughts or opinions about the place or person.

### Defining the space

A space is arranged to represent a fictional place e.g. a crucial place in the story/the place in which the drama is to take place.

### Diaries, letters, journals and eye -witness accounts

These can be used to interject information not previously known or to link events in the story or move the story on. They are very useful for developing depth to character in writing. For example, letters can be written from one fictional character to another expressing feeling, describing experiences or ideas. Eyewitness recounts can give an unbiased view or help to link a series of events together and give a variety of different perspectives at once.

### Objects

Old parchment, a large and unusual key, a bundle of clothes etc can stimulate much discussion and provide a starting point for a range of dramatic or language activities or change the direction of a scene.

### Hot-seating

A person in role is questioned by the rest of the class who are out of role in order to obtain a shared understanding of the character's background, attitudes, motives etc. It is also a good way of exploring the gaps in a character's story.

### Teacher in role

It is similar to using different voices etc. when reading a story. Children respond very positively to this. It encourages them to enter fully into their roles and treat the issues seriously. A good starting point is to adopt the attitudes and opinions of another without necessarily giving a 'performance' e.g. as a character from a book or a developer who wants to build on a green belt.

### Still pictures/freeze frames

Groups or individuals create a still image or 'photograph' to illustrate a specific incident or event in the drama. Positioning and body shape have to be considered carefully in order to represent ideas or emotions. Sequential frames can be used to represent the key events as a narrative progresses. They can also be brought to life through improvisation or used as the basis for thought tracking.



## Drama Techniques for the Classroom

### Meetings

A group or teacher in role calls a meeting for the whole class to attend. Meetings enable information to be shared with the whole group so that a group decision can be made about the situation they face. They encourage children to adopt a collective role, which can help less confident children. Used at the start of a drama, they can be an efficient way of creating roles or focusing on a problem.

### Narration

A child tells a story while the others 'act it out'. It can be a simple narrative or a comment on the action from differing points of view. The class or group can sit in a circle and take it turns to move the narrative on.

### Forum Theatre

This allows an incident or event to be seen from different points of view, making it a very useful strategy for examining alternative ideas. A small group acts out a scene while the rest of the class watch them. The class work as directors of the group in role, e.g. asking them to act or speak in a different way, suggesting that a character might behave differently or ask the drama to be replayed in a different way.

### Flashbacks/flashforwards

These will get children to focus on the consequences of action rather than the action itself. Stop the dramatic action and ask children to refocus on something that happened before, which may have caused the event, or happened later, perhaps as a consequence of the action.

### Paired improvisation

This strategy helps to get children quickly into a drama. Pairs are given roles or agree them for themselves. They begin a dialogue on a signal, making the conversation up, in role as the character, as they go along.

### Conscience alley

This is a means of exploring a character's mind at a moment of crisis and of investigating the complexity of the decision they are facing. The class create two lines facing each other. One child in role as a particular character walks down the 'alley' between the lines. Children voice the character's thoughts, both for and against a particular decision or action that the character is facing, acting as his/her conscience. The child in role listens to his conscience before making a decision about the course of action to take.

### Play world machines

Children work in groups of about eight. Choosing a line from a selection offered for the play they are working on. Each child (or pairs of children) go to a corner of the room and create a sound and movement which captures the spirit of the line. They then return and one by one come into the centre of a circle to perform their lines - repeating over and over if they so wish. Other children may want to walk amongst the machine of words and movement to experience the world of play that is created.

### Soundscapes

Sounds (and sometimes key words) are used to create the atmosphere of the 'place' in which the scene takes place. These are performed by each group and evaluated for success.



## Speaking Activities for the Classroom

### Talking Partners

Put children into pairs and allocate time for each to talk to the other at specific points in a teaching sequence, e.g. to share experiences, generate ideas etc. Retain pairs for a period of time, e.g. a half term, so that they can establish routines, gain confidence and develop more extended turns.

### Debates

Encourage children to stick to a point of view and to use language persuasively. Divide the class into small groups to develop their arguments and reasons. They can either choose one person to present the ideas or assign arguments to particular children in the group.

### Predicaments and Problems

Use opportunities from across the curriculum. Focus on language required when trying to solve a problem. It may involve role-play if representing a problem faced by an important historical figure or a character from a novel.

### Photos and Paintings

Using photographs and paintings ask children in groups to construct a news report. Children should tell the story dramatically and in the style of a reporter.

### Just a Minute

Give children a topic and ask them to speak without hesitation, deviation or repetition for up to a minute. Others can challenge if the rules are broken and then the challenger must take over to the end of the minute if unchallenged. This can be extended to five minutes with older children or it can be done in pairs. The children take turns to speak about the topic, but must not repeat each other.

### Glove Puppets and Shadow Theatre

Puppets can be used to make and tell stories. Children can rehearse and develop scripts for their puppet show.

### Radio/TV Broadcast

In pairs or small groups children could be asked to make a radio or television broadcast. Before producing the broadcast children should have the opportunity to watch examples of broadcasts and identify their significant features.



## Listening Activities for the Classroom

### Babble Gabble

Tell the children that they are going to listen to a story and afterwards work in pairs and retell it. After the initial telling one child begins to retell the story to a partner as fast as they can, but including as much detail as they can remember. After a minute call 'Change' and the listener now has to take over and continue retelling the story.

### Barrier Games

Place children on either side of a screen so that the speaker can describe an object that the listener has to draw. Alternatively, speaker can give directions from one map while the listener draws the route on a blank version of the same map.

### Word Tennis

Each partner says one word or phrase of a story in turn so that the story is continually passed backwards and forwards.

### Draw a Story

Read a story while the children sit and listen. Pause at the end of sections and allow some think time and tell the children to draw the relevant part of the story. At the end of the story ask children what the story is about and get them to retell the story from their drawings.

### Telephone Conversations

To emphasise the need to use language rather than gestures and facial expression, children should sit back to back with 'telephones' for conversation.

### Ways to Listen

Use listening frames to help children focus on what they are listening to. Ask the children to make notes as they listen. Give children questions to answer as they listen. Ask children to note down key words connected to the topic they are studying.



## Group Discussion Activities for the Classroom

### Think-Pair-Share

Children are asked to consider an issue individually. Then they must share their ideas with a partner. After the pairs have discussed the issue, they may then join another pair and share their ideas.

### Envoys

Children are put into small groups to discuss an issue. Each group then sends out one member as an envoy to the next group. Envoys then move round all the other groups in turn explaining and sharing information from the groups they have visited.

### The Market Place

At the beginning of the lesson children are shown on the whiteboard a list of questions that they are unable to answer. The children are divided up into small groups and each group is given some information about the same topic/issue. Each group has to display the information visually on a large sheet of paper. The written information is then collected up. One child in each group is the 'shopper' and they must visit other groups with a notebook and 'buy' information which they must note down. The other children are the 'shop keepers' and they must explain what the pictures mean to each shopper.

Once the children have 'bought' all of the information on offer then they must return back to their groups and share the information that they have bought. The groups then have five minutes to discuss the information. After the five minutes the children are shown the list of questions again and asked to answer the questions.

### The Statements Game

Children in pairs are given a list of statements and they are asked to agree or disagree with the statements. Where they disagree, they must persuade the other child to agree with their viewpoint.

### Rainbowing

The children are put into groups and then given a colour. When the first group task is complete, they can then be asked to form a new group according to their colour.

# English Scheme of Work

## Writing Assessment



Bankfields Primary



Moderation in Year 1

Mid - Year Statements 1- / 1=		End of Year Expectations 1= / 1+ / 1M
<p>Understand the concept of a sentence.</p> <p>When writing about personal experiences and real events, the writer orally rehearses what they are going to write about.</p> <p>Writing makes sense due to spaces between words.</p> <p>Writing demonstrates single simple sentences, which the writer is able to read back.</p> <p>Writing shows an awareness of capital letters, full stops and question marks, however this is not yet consistent or accurate.</p> <p>Most words containing previously taught phonemes, GPCs, common exception words are spelt accurately (in line with appendix 1).</p> <p>Lower case letters are mostly formed and orientated accurately, starting and finishing in the correct place. Capital letters and digits 0 to 9 are mostly formed and orientated accurately.</p> <p>Writing is read out loud to check it makes sense and changes made orally.</p>		<p>Write simple narratives about real experiences or events personal to them by:</p> <p>saying out loud what they are going to write about and then composing a sentence orally before writing it.</p> <p>Sequencing sentences to form short, simple narratives.</p> <p>Re-reading what they have written to check that it makes sense and read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>Discuss what they have written with the teacher or other pupils.</p> <p>Add interest to writing by:</p> <p>joining words and joining clauses using 'and'.</p> <p>Beginning to punctuate sentences using a capital letter and a full stop, question mark.</p> <p>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p> <p>Using plurals in context (refer to appendix 2).</p>
Secure		
Not yet secure		
Working Beyond key expectations		

Characteristics to consider in order to contextualise the above: (age appropriately). The child as a writer. The effect on the reader.

- Narrative forms and supporting structures
- Vocabulary and language manipulation
- Cohesion and clarity

Moderation in Year 2

Mid - Year Statements 2- / 2=	End of Year Expectations 2- / 2= / 2+ / 2M
<p>Writing maintains form when writing narratives about personal experiences and those of others (real and fictional), writing about real events -limited number of specified genres.</p> <p>Ideas are sequenced to form simple narratives.</p> <p>Sentences are expanded appropriately for effect in relation to the genre (e.g. description, instructions).</p> <p>Avoids confusion by using punctuation and some verb tenses correctly. Sentence boundaries are clearly demarcated.</p> <p>Simple sentences are grammatically correct across a range of forms and functions. Grammar is used appropriately for the form.</p> <p>Writing shows coherent use of co-ordination using or/and/but. Some subordination is being used.</p> <p>Punctuation is mostly correct and matches the form (including: capital letters, full stops, and question marks).</p> <p>More common exception words are spelt correctly.</p> <p>Phonological knowledge and skills, including grapheme-phoneme correspondences and segmenting words into phonemes, are usually applied for more complex spellings.</p> <p>Handwriting is legible.</p> <p>Words are almost always appropriately and consistently spaced in relation to the size of the letters.</p> <p>Writing is checked for errors in spelling, grammar and punctuation and changes discussed with adults or peers.</p>	<p><b>Working Towards:</b></p> <p>The pupil can, after discussion with the teacher:</p> <p>write sentences that are sequenced to form a short narrative (real or fictional).</p> <p>Demarcate some sentences with capital letters and full stops.</p> <p>Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others.</p> <p>Spell some common exception words*.</p> <p>Form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form lower-case letters of the correct size relative to one another in some of their writing.</p> <p>Use spacing between words.</p> <p><b>Working at Expected:</b></p> <p>The pupil can, after discussion with the teacher:</p> <p>write simple, coherent narratives about personal experiences and those of others (real or fictional).</p> <p>Write about real events, recording these simply and clearly demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required.</p> <p>Use present and past tense mostly correctly and consistently.</p> <p>Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses.</p>



		<p>Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others spell many common exception words*.</p> <p>Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</p> <p>Use spacing between words that reflects the size of the letters.</p> <p><b>Working at greater depth</b></p> <p>The pupil can, after discussion with the teacher:</p> <p>Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.</p> <p>Make simple additions, revisions and proof-reading corrections to their own writing use the punctuation taught at key stage 1 mostly correctly^.</p> <p>Spell most common exception words*.</p> <p>Add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)*</p> <p>Use the diagonal and horizontal strokes needed to join some letters.</p>	
Secure		Exp	
Not yet secure		WT	
Working Beyond key expectations		GD	

Characteristics to consider in order to contextualise the above: (age appropriately). The child as a writer. The effect on the reader.

- Narrative forms and supporting structures
- Vocabulary and language manipulation
- Cohesion and clarity

## Moderation in Year 3

Mid - Year Statements 3- / 3=		End of Year Expectations 3= / 3+ / 3M
<p>Writing demonstrates some features of the given form, as appropriate to audience, purpose and context.</p> <p>Compose and rehearse sentences orally prior to writing.</p> <p>Plot, settings and characters from their own reading, or given structures are used as the basis of their own writing. Related information is starting to be presented together.</p> <p>Writing uses a range of sentences with different structures &amp; functions. Understanding of the function of adverbs and prepositions is developing, but not yet consistently used in their own writing. Tenses are chosen accurately and used consistently. Present perfect form is starting to be used, but not always successfully (e.g. He has gone out to play vs. He went out to play).</p> <p>Common punctuation is mostly accurate (e.g. full stops, capital letters, questions marks, commas and apostrophes), however punctuation of direct speech is inconsistent.</p> <p>Common exception words are spelt correctly and more complex spellings are phonetically plausible. Spelling demonstrates some understanding of prefixes. Use 'a' or 'an' is accurate.</p> <p>Handwriting is legible and consistent in size and spacing with increasing attempts to join letters.</p> <p>Writing is self-checked for errors in spelling, grammar and punctuation and meaning. With support simple improvements to grammar and vocabulary in others' writing are suggested.</p>		<p>Writing effectively uses features of the given form, as appropriate to audience, purpose and context. Ideas from across their reading may influence their writing.</p> <p>Simple settings, characters are independently created along with a coherent plot. Direct speech is used in a simple way. Paragraphs are beginning to be used to group information and related material.</p> <p>Sentences with more than one clause are increasingly evident, using a wider range of conjunctions (e.g. when, if, because, although). Adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. before, after, during, in, because of) enhance sentence meaning. Where appropriate the present perfect form of verbs instead of the simple past is used accurately.</p> <p>Common punctuation is almost always accurate, including some use of inverted commas to indicate direct speech.</p> <p>Common exception words are spelt correctly and more complex spellings are phonetically plausible or linked to taught word families (e.g. solve, solution, solver, dissolve, insoluble). The formation of nouns using a range of prefixes is usually correct (e.g. super-, anti-, auto-).</p> <p>Handwriting is legible with letters consistently sized with some attempts to join when appropriate.</p> <p>Evaluation of the effectiveness of own and others' writing is used to suggest improvements to meaning, grammar and vocabulary.</p>
Secure		
Not yet secure		
Working Beyond key expectations		

Characteristics to consider in order to contextualise the above: (age appropriately). The child as a writer. The effect on the reader.

- Narrative forms and supporting structures
- Vocabulary and language manipulation
- Cohesion and clarity

## LKS2 Assessment and Moderation Statements

### Moderation in Year 4



Mid - Year Statements 4- / 4=	End of Year Expectations 4= / 4+ / 4M
<p>Writing effectively uses features of the given form, as appropriate to audience, purpose and context.</p> <p>Increasingly detailed settings, characters are created around a coherent plot. Paragraphs are beginning to be used to group related ideas. In places writing lacks cohesion.</p> <p>Basic grammar is accurate, but sometimes reflects local spoken forms. Writing demonstrates competent use of a range of sentence structures, including those with more than one clause. A range of word and phrase choices enhance meaning and avoid repetition. Tenses are chosen accurately and used consistently.</p> <p>Common punctuation is almost always accurate, (e.g. full stops, capital letters, questions marks, commas and apostrophes and inverted commas). Corrections are made with support.</p> <p>Spelling is increasingly accurate and more complex spellings are phonetically plausible. There is some evidence of root words being used to spell longer words. Homophones are sometimes confused.</p> <p>Handwriting is increasingly legible and consistent. There is an understanding that some adjacent letters may be best left un-joined.</p>	<p>Pupils should be taught to:</p> <p>Plan their writing by:</p> <p>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.</p> <p>Draft and write by:</p> <p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures organising paragraphs around a theme.</p> <p>In narratives, creating settings, characters and plot.</p> <p>In non-narrative material, using simple organisational devices (for example, headings and sub-headings).</p> <p>Evaluate and edit by:</p> <p>Assessing the effectiveness of their own and others' writing and suggesting improvements.</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p>

	<p>Writing is self-checked for errors in spelling, grammar and punctuation and meaning.</p> <p>With support simple improvements to ideas and content in others' writing are suggested.</p>	<p>Proof-read for spelling and punctuation errors.</p> <p>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> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>Using the present perfect form of verbs in contrast to the past tense in order to create atmosphere or contrast.</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials with correct punctuation.</p> <p>Indicating possession by using the possessive apostrophe with plural nouns.</p> <p>Using and punctuating direct speech.</p>
<b>Secure</b>		
<b>Not yet secure</b>		
<b>Working Beyond key expectations</b>		

Characteristics to consider in order to contextualise the above: (age appropriately). The child as a writer. The effect on the reader.

- Narrative forms and supporting structures
- Vocabulary and language manipulation
- Cohesion and clarity

## Moderation in Year 5

Mid - Year Statements 5- / 5=	End of Year Expectations 5= / 5+ / 5M
<p>Writing demonstrates an understanding of a range of taught text types. Writing is appropriate to audience, purpose and context, and shows cohesion. Structure and organisation are starting to inform purpose and context with support.</p> <p>Settings, characters and plot are created successfully. Ideas are linked within paragraphs (e.g. then, after, later). Writing is beginning to use a wider range of further organisational and presentational devices to guide the reader.</p> <p>Basic grammar is accurate reflecting written Standard English instead of local spoken forms. Writing demonstrates appropriate use of nouns and noun phrases modified by carefully chosen adjectives to add detail and description. A range of sentences containing more than one clause is used. Some relative clauses are beginning to be used with support (e.g. who, which, where, when). Tense choice is appropriate throughout the piece.</p> <p>Punctuation is mostly accurate. Use of possessive apostrophes for plural nouns (e.g. The boys' arrival) is not always accurate.</p> <p>Spelling is usually accurate. A range of strategies are used to spot possible inaccuracies in their spelling.</p> <p>Handwriting is usually legible and fluent, including appropriate choice of letter shape, and whether or not to join letters.</p> <p>Writing is self-checked for errors in spelling, grammar and punctuation and meaning. With support simple improvements to structure and organisation of others' writing are suggested.</p>	<p>Writing demonstrates understanding of a range text types. Writing maintains form and shows cohesion. Writing uses progressively varied and rich vocabulary and a range of sentence structures. Structure and organisation of writing is informed by its audience, purpose and context.</p> <p>Settings, characters and plot are created successfully. Paragraphs organise ideas around a theme and adverbials of time and place and link ideas across paragraphs (e.g. later, nearby. A range of further organisational and presentational devices are used to structure text (e.g. headings, bullet points, underlining). Ideas are linked across paragraphs.</p> <p>Across writing appropriate use of nouns and noun phrases modified by preposition phrases to expand and develop ideas, information and description. Pronouns and nouns are chosen to aid cohesion, ensure clarity and avoid repetition. Relative clauses successfully add detail and description. Adverbs and modal verbs indicate degrees of possibility (e.g. perhaps, surely, must, could). Fronted adverbials are used to vary sentence structure. Tense choice and other devices build cohesion within and across paragraphs (e.g. he had seen her before).</p> <p>A range of punctuation is used accurately, including commas after fronted adverbials, possessive apostrophes for plural nouns, and other punctuation rules to indicate direct speech.</p> <p>Spelling is usually accurate, including common homophones and those which use common pre-fixes and suffixes. Writing is proof-read for spelling and punctuation errors, including some prompted use of a dictionary to check spelling.</p> <p>Handwriting is legible and fluent, including appropriate choice of letter shape, and whether or not to join letters.</p> <p>Evaluation of the effectiveness of own and others' writing is used to propose changes, including structure and organisation</p>

Secure		
Not yet secure		
Working Beyond key expectations		

Characteristics to consider in order to contextualise the above: (age appropriately).    The child as a writer.    The effect on the reader.

- Narrative forms and supporting structures
- Vocabulary and language manipulation
- Cohesion and clarity

## Moderation in Year 6

Mid - Year Statements 6- / 6=	End of Year Expectations 6- / 6= / 6+ / 6M
<p>Writing demonstrates understanding of a range text type. Writing maintains form and shows cohesion. Writing uses progressively varied and rich vocabulary and a range of sentence structures. Structure and organisation of writing is informed by its audience, purpose and context.</p> <p>Settings, characters and plot are created successfully. Paragraphs organise ideas around a theme and adverbials of time and place and link ideas across paragraphs (e.g. later, nearby). A range of further organisational and presentational devices are used to structure text (e.g. headings, bullet points, underlining). Ideas are linked across paragraphs.</p> <p>Across writing appropriate use of nouns and noun phrases modified by preposition phrases to expand and develop ideas, information and description. Pronouns and nouns are chosen to aid cohesion, ensure clarity and avoid repetition. Relative clauses successfully add detail and description. Adverbs and modal verbs indicate degrees of possibility (e.g. perhaps, surely, must, could). Fronted adverbials are used to vary sentence structure. Tense choice and other devices build cohesion within and across paragraphs (e.g. he had seen her before).</p> <p>A range of punctuation is used accurately, including commas after fronted adverbials, possessive apostrophes for plural nouns, and other punctuation rules to indicate direct speech.</p> <p>Spelling is usually accurate, including common homophones and those which use common pre-fixes and suffixes. Writing is proof-read for spelling and punctuation errors, including some prompted use of a dictionary to check spelling.</p> <p>Handwriting is legible and fluent, including appropriate choice of letter shape, and whether or not to join letters. However this is not always maintained when writing at efficient speed.</p> <p>Evaluation of the effectiveness of own and others' writing is used to propose changes, including structure and organisation.</p>	<p><b>Working Towards</b></p> <p>The pupil can:</p> <p>Write for a range of purposes.</p> <p>Use paragraphs to organise ideas.</p> <p>In narratives, describe settings and characters.</p> <p>In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points).</p> <p>Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly.</p> <p>Spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*.</p> <p>Write legibly.</p> <p>At this standard, there is no specific requirement for a pupil's handwriting to be joined.</p> <p><b>At Expected Standard</b></p> <p>The pupil can:</p> <p>Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing).</p> <p>In narratives, describe settings, characters and atmosphere.</p> <p>Integrate dialogue in narratives to convey character and advance the action select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).</p> <p>Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.</p> <p>Use verb tenses consistently and correctly throughout their writing.</p> <p>Use the range of punctuation taught at key stage 2 mostly correctly, e.g. inverted commas and other punctuation to indicate direct speech).</p> <p>Spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary maintain legibility in joined handwriting when writing at speed.</p> <p>Working at greater depth</p> <p>The pupil can:</p>

		<p>write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)</p> <p>distinguish between the language of speech and writing<sup>3</sup> and choose the appropriate register</p> <p>exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</p> <p>use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.</p>	
Secure		Exp	
Not yet secure		WT	
Working Beyond key expectations		GD	

Characteristics to consider in order to contextualise the above: (age appropriately). The child as a writer. The effect on the reader.

- Narrative forms and supporting structures
- Vocabulary and language manipulation
- Cohesion and clarity



# English Scheme of Work

## Reading Assessment



Bankfields Primary





## Year One Reading Objectives

Autumn Term

☐

Spring Term

☐

Summer Term

☐

### Word Reading

Use their phonic knowledge and skills as the route to decode words.

Read accurately and fluently with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where appropriate, alternative sounds for graphemes.

Blend and segment words accurately by blending sounds in unfamiliar words containing GPCs that have been taught.

Identify and read non-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 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 accurately books that are consistent with their developing phonic knowledge and that do not require them to use complex strategies to work out words.

Use these books to build up their fluency and confidence in word reading.

### Comprehension

**Develop pleasure in reading, motivation to read, vocabulary and understanding by:**

- 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 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:**

- 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.



## Year Two Reading Objectives

Autumn Term

☐

Spring Term

☐

Summer Term

☐

### Word Reading

- 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.

### Comprehension

#### Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.

#### Understand both the books they can already read accurately and fluently and those they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far.

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

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



## Year Three and Four Reading Objectives

Autumn Term

☐

Spring Term

☐

Summer Term

☐

### Word Meaning

- 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.

### Comprehension

#### Develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry].

#### Understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives 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.



## Year Five and Six Reading Objectives

Autumn Term

☐

Spring Term

☐

Summer Term

☐

### Word Meaning

- 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.

### Comprehension

#### Maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- identifying and discussing themes and conventions in and across a wide range of writing
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

#### Understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning.

- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- Distinguish between statements of fact and opinion.
- Retrieve, record and present information from non-fiction.
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
- Provide reasoned justifications for their views.



## Bankfields Primary Reading Criteria



Key Concept	Year 1		
	1-/1=	1+	1M
Word Reading	<ul style="list-style-type: none"><li>-Apply phonic knowledge to decode regular words.</li><li>-Apply phonic knowledge to attempt to read some common irregular words.</li><li>-Respond with increasing confidence and accuracy, giving the correct sound to graphemes, (letters or groups of letters) for some of the 40+ phonemes, including where applicable, alternative sounds for graphemes.</li><li>-Read and understand simple sentences.</li></ul>	<ul style="list-style-type: none"><li>-Blend sounds in unfamiliar words using the CGPs (grapheme-phoneme correspondence).</li><li>-Respond speedily, giving the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes.</li><li>-Read common exception words, noting unusual correspondence between spelling and sound and where these occur.</li><li>-Read words containing: -s, -es, -ing, -er and -est endings.</li><li>-Read words with contractions e.g. I'm, I'll, we'll.</li><li>-Read aloud texts that are consistent with their developing phonic knowledge ((texts that do not require them to use any other strategies to work out the words) accurately, confidently and fluently.</li><li>-Re-read texts to build up fluency and confidence in word reading.</li></ul>	<ul style="list-style-type: none"><li>-Read aloud texts that are more complex and beyond their chronological age.</li><li>-Read accurately other words of more than one syllable that contain taught CGPs (grapheme-phoneme correspondence).</li><li>-Make confident attempts at reading unfamiliar words by applying their knowledge of alternative graphemes for phonemes</li><li>-Read words with contractions e.g. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter(s).</li><li>-Begin to read common exception words such as smiling, runner, etc.</li><li>-Read aloud texts that are consistent with their developing phonic knowledge ((texts that do not require them to use any other strategies to work out the words) accurately, confidently and fluently.</li><li>-Re-read texts to build up fluency and confidence in word reading.</li></ul>
Comprehension	<ul style="list-style-type: none"><li>-Demonstrate a pleasure in reading and a motivation to read.</li><li>-Listen whilst others read to them and show understanding.</li><li>-Simply retell familiar stories.</li><li>-Recognise and join in with predictable phrases in a text</li><li>-Join in with familiar rhymes and poems.</li><li>-Check that a text makes sense to them as they read and begin to self-correct, sometimes with a little prompting.</li><li>-Know that some books tell stories and others give information.</li></ul>	<ul style="list-style-type: none"><li>-Demonstrate a pleasure in reading and a motivation to read</li><li>-Link what they have read or heard read to their own experiences.</li><li>-Listen and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</li><li>-Retell familiar stories in increasing detail and sequence events.</li><li>-Recite simple poems by heart using appropriate intonation to make the meaning clear.</li><li>-Discuss word meaning and link new meanings to those already known.</li><li>-Check that a text makes sense to them as they read and self-correct, applying phonic strategies to correct inaccuracies</li><li>-Demonstrate an understanding of poetry, stories and non-fiction that has been read or listened to, through discussion of key ideas and information.</li><li>-Use recurring literary language when joining in with stories and poetry.</li><li>-Predict what might happen on the basis of what has been read so far.</li><li>-Begin to make simple inferences.</li><li>-Discuss the significance of titles and events.</li><li>-Recognise that non-fiction books can be structured in different ways.</li><li>-Join in discussions about a text, take turns and listen to what others say.</li></ul>	<ul style="list-style-type: none"><li>-Continually demonstrate a pleasure in reading and a motivation to read.</li><li>-Discuss their reading preferences, stories they have read or have been read to them, likes, dislikes, favourite authors and genres.</li><li>-Retell familiar stories in much detail and consider their particular characteristics.</li><li>-Check that a text makes sense to them as they read and self-correct.</li><li>-Read signs and labels beyond the classroom.</li><li>-Clearly explain their understanding of both the texts that they can already read accurately and fluently and those they listen to.</li><li>-Deduce possible meanings to unknown words drawing on the wider sentence or context.</li><li>-Discuss any links with the text and something they have experienced themselves.</li><li>-Make sensible predictions about what might happen next, giving reasons for their thinking.</li><li>-Predict what a book might be about based on the front cover.</li><li>-Make inferences based on what is being said and done.</li><li>-Use age-appropriate non-fiction texts to find information.</li><li>-Contribute confidently in discussions about a text, take turns and listen to what others say.</li></ul>

Key Concept	Year 2		
	2-/2=	2+	2M
Word Reading	<ul style="list-style-type: none"> <li>-Read aloud texts accurately, confidently and fluently by blending the sounds in words that contain the common graphemes for all 40+ phonemes.</li> <li>-Read accurately some words of two or more syllables that contain the same GPCs (grapheme-phoneme correspondence).</li> <li>-Read many common exception words.</li> <li>-Read aloud many words quickly and quickly without overt sounding and blending in texts closely matched to the same GPCs.</li> <li>-Sound out many unfamiliar words accurately in texts closely matched to the same GPC.</li> <li>-Accurately read words with: -s, -ing, -ed, -er and -est endings.</li> </ul>	<ul style="list-style-type: none"> <li>-Read accurately most words of two or more syllables.</li> <li>-Read most words containing common suffixes (NC English Appendix 1).</li> <li>-Read most common exception words.</li> <li>-Read words accurately and fluently without overt sounding and blending in age-appropriate texts.</li> <li>-Sound out most unfamiliar words accurately, without undue hesitation.</li> </ul>	<ul style="list-style-type: none"> <li>-Automatic decoding is established and a range of texts is read with consistent accuracy, fluency and confidence.</li> <li>-Read words accurately and fluently without overt sounding and blending in age-appropriate texts.</li> </ul>
Comprehension	<ul style="list-style-type: none"> <li>-Demonstrate a pleasure in reading and a motivation to read.</li> <li>-Check that the text makes sense whilst reading, applying phonic knowledge to correct inaccuracies.</li> <li>-Mirror modelled intonation when reading with someone else.</li> <li>-Demonstrates understanding of poetry, stories, and nonfiction and can discuss key characters.</li> <li>-Recognise sequences of events in simple texts.</li> <li>-Demonstrates increasing familiarity with, and can retell, a range of stories, fairy stories and traditional tales.</li> <li>-Uses recurring literary language when retelling stories.</li> <li>-Recognise that non-fiction books can be structured in different ways.</li> <li>-Answer simple questions based on the story so far.</li> <li>-Make simple predictions on what might happen next, based on what has been read so far.</li> <li>-Answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to them within discussion with the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>-Demonstrate a pleasure in reading and a motivation to read.</li> <li>-Check a familiar text, which they can read accurately and fluently, makes sense to them, self-correct where the sense of the text is lost.</li> <li>-Use appropriate intonation when reading aloud.</li> <li>-Demonstrate knowledge of developing range of poetry, stories (including fairy tales and traditional tales), and non-fiction through identification of key aspects of the text, explanation, and active discussion that takes account of what others say.</li> <li>-Identify sequences of events in texts and offer simple explanations of how items of information relate to one another.</li> <li>-Recognise simple recurring literary language in stories and poems.</li> <li>-Recognise and understand the different structures of non-fiction books that have been introduced.</li> <li>-Share favourite words and phrases, and clarify the meaning of new words through discussion.</li> <li>-Draw on what they already know or on background information to make a reasonable attempt at understanding unfamiliar vocabulary.</li> <li>-Make predictions about what they might happen next and at the end of the story based on what has been read so far.</li> <li>-Answer questions and make some inferences on the basis of what is being said and done in a familiar text.</li> </ul>	<ul style="list-style-type: none"> <li>-Make inferences on the basis of what is said and done in a text they can read independently.</li> <li>-Predict what might happen on the basis of what has been read so far in a text they have read independently.</li> <li>-Make links between the text they are reading and other texts they have read (in texts that they can read independently).</li> <li>-Listen to, discuss and express views about a wide range of texts including poetry, stories and non-fiction, at a level beyond which they can read independently.</li> <li>-Demonstrate a pleasure in reading by selecting books to challenge knowledge and word reading skills or to pursue an interest in an author, genre or topic.</li> <li>-Demonstrate an understanding of more challenging age-appropriate texts.</li> <li>-Identify key aspects of fiction and non-fiction. Giving simple explanations of how and why texts are structured according to their purpose.</li> <li>Understand new words through the exploration of their meaning in context, and by making links to known vocabulary.</li> </ul>

Key Concept	Year 3		
	3-/3=	3+	3M
Word Reading	<ul style="list-style-type: none"> <li>-Use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</li> </ul>	<ul style="list-style-type: none"> <li>-Generally, reads fluently, decoding most new words outside everyday spoken language.</li> <li>-Read longer words with support and test out different pronunciations using their phonic knowledge.</li> <li>-Apply their growing knowledge of root words and prefixes, including: in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto (as listed in English Appendix 1) to begin to read aloud.</li> <li>-Apply their growing knowledge of root words and suffixes/word endings including: -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian (as listed in English Appendix 1) to begin to read aloud.</li> <li>-Use dictionaries to check the meaning of words they have read.</li> <li>-Begin to read further Y3/4 exception words.</li> </ul>	<ul style="list-style-type: none"> <li>-Reads with fluency more challenging texts (including those beyond their chronological age).</li> <li>-Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill and draw on a selection of strategies to decode new words.</li> <li>-Understand the meaning of new words through contextual cues.</li> <li>-Apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.</li> <li>-Read further Y3/4 exception words, noting the unusual correspondence between spelling and sound, and where these occur in the word.</li> </ul>
Comprehension	<ul style="list-style-type: none"> <li>-Develop a positive attitude to reading and understand what they read.</li> <li>-Self-correct where the sense of the text is lost.</li> <li>-Begin to read with an awareness of the audience, using appropriate intonation and pace, when reading aloud.</li> <li>-Demonstrate knowledge of a developing range of poetry, stories and non-fiction.</li> <li>-Identify key aspects of a text read and play an active role when discussing texts. Share favourite words and phrases.</li> <li>-Discuss sequences of events in narratives and how information in a non-narrative text relates to one another.</li> <li>-Recognise simple recurring literary language in stories and poetry.</li> <li>-Use appropriate terminology when discussing texts e.g. plot, character, setting.</li> <li>-Recognise and understand the different structures of non-fiction books that have been introduced. With support use a contents page.</li> <li>-Ask and answer questions appropriately, including simple inference based on what is said and done.</li> <li>-Make predictions about what may happen next and at the end of the story based on what has been read so far.</li> </ul>	<ul style="list-style-type: none"> <li>- A positive attitude to reading and understand what they read.</li> <li>-Read accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words.</li> <li>-Read with an awareness of audience e.g. changes in intonation and pace.</li> <li>-Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks – reading, re-reading and rehearsing a variety of texts.</li> <li>-Read books that are structured in different ways for a range of purposes and participate in discussions about them.</li> <li>-Identify conventions across familiar stories and recognise simple themes such as the triumph of good over evil in fairy stories and folk tales.</li> <li>-Use appropriate terminology when discussing texts (plot, character, setting).</li> <li>-Discuss favourite words and phrases the author has used that capture the reader's interest.</li> <li>-Retrieve and record information from non-fiction, using contents pages to locate information.</li> <li>-Predict what might happen from details stated and implied.</li> <li>-Identify main ideas drawn from one paragraph.</li> <li>-Draw simple inferences with evidence such as inferring characters' feelings.</li> <li>-Participate in discussions about both books that are read to them and those they read themselves, asking and answering questions to improve their understanding of the text.</li> </ul>	<ul style="list-style-type: none"> <li>-A highly positive attitude to reading and understand what they read.</li> <li>-Read independently both aloud and silently.</li> <li>-When reading aloud, select a range of appropriate techniques (intonation, tone, volume, action) to show awareness of the audience.</li> <li>-Demonstrate experience of a broader range of genres, authors and texts from different periods in time.</li> <li>-Develop preferences within a wider range of texts, genres and authors and justify their preferences.</li> <li>-Recognise and discuss some different forms of poetry e.g. free verse, narrative poetry.</li> <li>-Use appropriate terminology when discussing texts (e.g. plot, character, setting).</li> <li>-Discuss vocabulary used by the author to create effect.</li> <li>-Compare and contrast across texts, justifying identified similarities and differences.</li> <li>-Identify main ideas drawn from more than one paragraph and summarise these.</li> <li>-Begin to identify how language, structure and presentation contribute to meaning.</li> <li>-Show an awareness of other organisational devices that will help to locate and retrieve information from non-fiction.</li> <li>-Justify inferences, deductions and predictions with evidence from the text.</li> <li>-Use a dictionary to check the meaning of words they have read.</li> <li>-Use all the organisational devices available within non-fiction text to retrieve, record and discuss information.</li> </ul>



Key Concept	Year 4		
	4-/4=	4+	4M
Word Reading	<ul style="list-style-type: none"> <li>-Generally, reads fluently, decoding most new words outside everyday spoken language.</li> <li>-Read longer words with support and test out different pronunciations using their phonic knowledge.</li> <li>-Apply their growing knowledge of root words and prefixes, including: in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto (as listed in English Appendix 1) to begin to read aloud.</li> <li>-Apply their growing knowledge of root words and suffixes/word endings including: -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian (as listed in English Appendix 1) to begin to read aloud.</li> <li>-Use dictionaries to check the meaning of words they have read.</li> <li>-Begin to read further Y3/4 exception words.</li> </ul>	<ul style="list-style-type: none"> <li>-Read most words effortlessly and attempt to decode any unfamiliar words with increasing speed and skill and draw on a selection of strategies to decode new words with increasing automaticity.</li> <li>-Apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.</li> <li>-Read further Y3/4 exception words, noting the unusual correspondence between spelling and sound, and where these occur in the word.</li> <li>-Use dictionaries to check the meaning of words they have read.</li> </ul>	<ul style="list-style-type: none"> <li>-Read a wider range of challenging texts that are above chronological age with fluency and understanding.</li> <li>-Apply their growing knowledge of root words, prefixes and suffixes/word endings (etymology and morphology) to read aloud and to understand the meaning of new words in a text.</li> </ul>
Comprehension	<ul style="list-style-type: none"> <li>-Develop a positive attitude to reading and understand what they read.</li> <li>-Read accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words.</li> <li>-Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</li> <li>-Read with an awareness of audience e.g. changes in intonation, volume and pace, Re-read passages of text to ensure understanding.</li> <li>-Read and re-read a variety of texts, but 'stick' closely to known text types or authors.</li> <li>-Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks – reading, re-reading and rehearsing a variety of texts.</li> <li>-Recognise and discuss the different features of a variety of texts e.g. headlines in newspaper articles, address in letters and headings in report writing.</li> </ul>	<ul style="list-style-type: none"> <li>-See reading as a pleasurable activity.</li> <li>-Read silently and discuss what they have read.</li> <li>-Read aloud with appropriate intonation and pace, showing their understanding and awareness of audience.</li> <li>-Check that the text makes sense, questioning understanding with unfamiliar words or phrases.</li> <li>-Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>-Begin to choose and read a wider range of books including authors that they may not have previously chosen.</li> <li>-Begin to recognise conventions of different types of writing such as the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions and participate in discussions about them.</li> <li>-Use appropriate terminology when discussing texts (plot, character, setting).</li> <li>-Retrieve and record information from non-fiction using conventions such as, contents pages, indexes and glossaries to locate information.</li> <li>-Discuss language, including vocabulary, used in a variety of texts to support the understanding of the meaning and comprehension of those texts.</li> </ul>	<ul style="list-style-type: none"> <li>-Read silently with increasing stamina and appraise the text.</li> <li>-Show awareness of the audience when reading out loud by selecting a range of appropriate techniques (intonation, tone, volume, pace, action).</li> <li>-Discuss and compare texts from a wider variety of genres and authors referring to authorial style, themes e.g. good v. evil, and features e.g. greetings in letters, a diary written in the first person or the use of presentational devices such as numbering and headings; deepening their understanding of their culture and wider background.</li> <li>-Compare and contrast a range of writing conventions commenting on their purpose and audience.</li> <li>-Explain the reasoning of organisational devices, including glossaries.</li> <li>-Retrieve, record and discuss information using all the organisational devices within a non-fiction text, with increasing accuracy and speed, record evidence through paraphrasing.</li> <li>-Begin to comment on the effectiveness of the author's choice of language.</li> <li>-Recognise and recall key landmarks within a story.</li> <li>-Use inference and deduction to identify the characteristics of more than one character in the story and to comment on the relationship between them. Begin to read between the lines.</li> </ul>

	<ul style="list-style-type: none"> <li>☒ Read books that are structured in different ways for a range of purposes and participate in discussions about them</li> <li>☒ Recognise simple themes across unfamiliar stories such as journey stories, wishing stories etc</li> <li>☒ Use appropriate terminology when discussing texts (plot, character, setting)</li> <li>☒ With support, talk about authors' choice of words and phrases for effect</li> <li>☒ Ask questions to improve their understanding of the text</li> <li>☒ Retrieve and record information from non-fiction, using contents pages to locate information.</li> <li>☒ Know the job of the index page but may need support to use it effectively</li> <li>☒ Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives</li> <li>☒ Predict what might happen from details stated and implied.</li> </ul>	<ul style="list-style-type: none"> <li>-Identify main ideas drawn from more than one paragraph and summarise these.</li> <li>-Summarise and present a familiar story in their own words.</li> <li>-Predict what might happen from details stated and implied.</li> <li>-Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justify inferences with evidence.</li> </ul>	<ul style="list-style-type: none"> <li>-Recognise and discuss some different forms of poetry</li> <li>-Identify main ideas drawn from more than one paragraph and summarise these</li> <li>-Justify predictions with evidence from the text</li> </ul>
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Key Concept	Year 5		
	5-/5=	5+	5M
Word Reading	<ul style="list-style-type: none"> <li>-Read most words effortlessly and attempt to decode unfamiliar words with increasing speed and skill, recognising their meaning through contextual clues.</li> <li>-Apply their growing knowledge of root word, prefixes and suffixes/word endings, including: -sion, -tion, -cial, -tial, -ant/-ance, -ent/-ence/-ency, -able, ably and -ible/-ibly to read aloud.</li> <li>-Read all Y3/4 exception words, noting the unusual correspondences between spelling and sound and where these occur in the word.</li> <li>-Begin to read Y5/6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</li> <li>-Use dictionaries to check the meaning of words they have read.</li> </ul>	<ul style="list-style-type: none"> <li>-Read fluently, confidently and independently using strategies to work out any unfamiliar word.</li> <li>-Decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</li> <li>-Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of the words they meet in texts.</li> </ul>	<ul style="list-style-type: none"> <li>-Read a wider range of challenging texts that are above chronological age with fluency and understanding.</li> <li>-Decode any unfamiliar words with increasing automaticity and recognise their meaning through contextual cues.</li> <li>-Shows a deeper understanding of morphology and etymology.</li> </ul>
Comprehension	<ul style="list-style-type: none"> <li>-Read silently and discuss what they have read.</li> <li>-Reads aloud with appropriate intonation, showing awareness of the audience.</li> <li>-Check that the text makes sense, questioning understanding with unfamiliar words or phrases.</li> <li>-Choose a wider range of texts and books including authors that they may not have previously chosen.</li> <li>-Recommend texts based on personal choice to peers.</li> <li>-Recognise and explain structural conventions of common text types (e.g. headlines in newspapers, address in letters, headings in reports).</li> <li>-Know the difference between simile and metaphor and can spot the two in writing.</li> <li>-Retrieve and record information from non-fiction using contents and index pages.</li> <li>-Discuss language used in a variety of texts and explain how the writer has used these to enhance meaning.</li> <li>-Identify main ideas drawn from more than one paragraph and summarise these.</li> </ul>	<ul style="list-style-type: none"> <li>-See reading as a pleasurable activity.</li> <li>-Demonstrate appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry, to make the meaning clear to the audience.</li> <li>-Recommend books to others based on own reading preferences.</li> <li>-Make comparisons within and across books.</li> <li>-Demonstrate an increasing familiarity with a wide range of books including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</li> <li>-Understand the conventions of different types of writing such as the use of the first person in writing diaries and autobiographies.</li> <li>-Use some technical terms such as metaphor, simile, analogy, imagery, style and effect when discussing texts.</li> <li>-Ask questions about a text to increase understanding.</li> <li>-Accurately retrieve information from non-fiction texts using contents pages, indexes recording and summarising information found.</li> <li>-Recognise themes within texts (e.g. loss or heroism); and can compare characters, settings, themes and other aspects within texts.</li> <li>-Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main idea.</li> <li>-Draw inferences and infer characters' feelings, thoughts and motives from their actions and justify with evidence.</li> </ul>	<ul style="list-style-type: none"> <li>-Read for pleasure, discussing, comparing and evaluating in depth a wide range of genres including myths, legends, traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>-Show awareness of the audience when reading out loud, using a range of devices for effect.</li> <li>-Recommend texts based on personal choice, giving reasons for these choices.</li> <li>-Actively engage with a wide variety of genres Identify the characteristics of text types and differences between genres, providing examples from their wider reading experiences.</li> <li>-Recognise themes in what they read such as loss or heroism.</li> <li>-Make comparisons across more than one text, comparing characters, settings and themes.</li> <li>-Evaluate the use of figurative language and explain how it has created an effect and impact on the reader.</li> <li>-Navigate and efficiently retrieves a variety of information from a range of fiction and non-fiction sources.</li> <li>-Show empathy towards a character and justify reasons for their actions or opinions.</li> <li>-Make notes when analysing texts, including précising paragraphs.</li> <li>-Draw inferences and infer characters' feelings, thoughts and motives from their actions and justify with evidence.</li> </ul>

	<ul style="list-style-type: none"><li>-Summarise stories in their own words.</li><li>-Draw inferences such as feelings, thoughts and motives from their actions and justify with evidence.</li><li>-Justify predictions using evidence from the text.</li></ul>	<ul style="list-style-type: none"><li>-Make predictions based on details stated and implied with evidence from the text.</li><li>-Distinguish independently between statements of fact and opinion.</li><li>-Participate in discussions about books that are read to them and those they can read for themselves.</li></ul>	<ul style="list-style-type: none"><li>-Make predictions based on details stated and implied with evidence from the text.</li><li>-Distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.</li><li>-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.</li></ul>
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Key Concept	Year 6		
	6-/6=	6+	6M
Word Reading	<ul style="list-style-type: none"> <li>-Read fluently, confidently and independently using strategies to work out any unfamiliar word.</li> <li>-Decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</li> <li>-Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of the words they meet in texts.</li> </ul>	<ul style="list-style-type: none"> <li>-Read fluently and effortlessly a range of age-appropriate texts with full knowledge of all Y5/6 exception words, root words, prefixes, suffixes/word endings and decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</li> <li>-Determine the meaning of new words by applying knowledge of the root words, prefixes and suffixes/word endings as listed in English Appendix 1.</li> </ul>	<ul style="list-style-type: none"> <li>-Read a wider range of challenging texts that are above chronological age with fluency and understanding.</li> <li>-Decode any unfamiliar words with increasing automaticity and recognise their meaning through contextual cues.</li> <li>-Shows a deeper understanding of morphology and etymology.</li> </ul>
Comprehension	<ul style="list-style-type: none"> <li>-See reading as a pleasurable activity.</li> <li>-Show awareness of audience when reading aloud text, plays and reciting poetry, using appropriate intonation, tone and volume.</li> <li>-Read a wide range of genres, identifying the characteristics of text types and differences between text types, recognising themes within texts (e.g. loss or heroism); and comparing characters, settings, and other aspects within texts.</li> <li>-Recommend books to others based on own reading preferences.</li> <li>-Associates certain conventions and certain text types including language and structure such as the use of the first person in writing diaries and autobiographies.</li> <li>-Use technical terms such as metaphor, simile, analogy, imagery, style and effect when discussing texts.</li> <li>-Know what is meant by figurative language.</li> <li>-Discuss vocabulary used by the author to create effect.</li> <li>-Efficiently retrieve information from non-fiction texts using contents pages, indexes recording and make notes.</li> <li>-Summarise the main ideas drawn from across given texts.</li> <li>-Draw inferences and infer characters' feelings, thoughts and motives from their actions and justify with evidence.</li> </ul>	<ul style="list-style-type: none"> <li>-Demonstrate a positive attitude to reading by frequently reading for pleasure, both fiction and non-fiction.</li> <li>-Demonstrate appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry, to make the meaning clear to the audience.</li> <li>-Read a wide range of genres with different structures and purposes for pleasure, identifying themes and conventions between text types.</li> <li>-Recommend books to others based on own reading preferences, giving reasons for choice.</li> <li>-Learn a wide range of poetry by heart.</li> <li>-Explain how language (including figurative language), structure, and presentation, can contribute to the meaning of a text.</li> <li>-Draw on contextual evidence to make sense of what is read.</li> <li>-Comment on how language, including figurative language, is used to contribute to meaning.</li> <li>-Ask questions to enhance understanding of the text.</li> <li>-Make comparisons within and across different books.</li> <li>-Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.</li> <li>-Make predictions based on details stated and implied.</li> <li>-Distinguish between statements of fact and opinion.</li> <li>-In non-fiction, retrieve records and present information to the reader in informal notes and formal presentations.</li> <li>-Identify key details that support main ideas, and use them to summarise content drawn from more than one paragraph.</li> <li>-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.</li> </ul>	<ul style="list-style-type: none"> <li>-Confidently perform given texts, including poems, using a wide range of devices to engage the audience and for effect.</li> <li>-Read for pleasure, discussing, comparing and evaluating in depth a wide range of genres including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</li> <li>-Recommend authors, sets of books and genres to others based on own reading experience and preferences, giving reasons for choice.</li> <li>-Compare language, structure and presentation across texts and debate which is the most effective.</li> <li>-Compare characters, settings and themes within a text and across more than one text</li> <li>-Consider different accounts of the same event and discuss viewpoints (both of authors and fictional characters)</li> <li>-Give counter-arguments to an alternative viewpoint, based on evidence from the text.</li> <li>-Analyse the use of figurative language, including how it is used for effect.</li> <li>-Challenge key ideas within a text.</li> <li>-Read extended texts, including novels, examining how characters change and develop.</li> <li>-Draw inferences based on indirect clues and justify their thinking.</li> <li>-Discuss how characters change and develop through texts by drawing inferences on indirect clues</li> <li>-Analyse texts and draw out key information to support their own research.</li> <li>-Summarise the main ideas of text drawing out key information</li> <li>-Compare and contrast across a broad range of texts, drawing on evidence from the text.</li> </ul>

	<ul style="list-style-type: none"><li>-Make predictions based on details stated and implied with evidence from the text.</li><li>-Distinguish independently between statements of fact and opinion and with support spot examples in a given text.</li><li>-Participate in discussions about books that are read to them and those they can read for themselves.</li></ul>	<ul style="list-style-type: none"><li>-Identify themes and conventions demonstrate, through discussion and comment, understanding of their use in and across a wide range of writing.</li></ul>	<ul style="list-style-type: none"><li>-Categorise texts according to given criterion, including key themes and conventions.</li></ul>
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