

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
English taught through topics and books (CLPE) and recent events. Changeable							
Autumn	We are unique	Topic- Belonging	The Selfish Crocodile The Bluebird and the Robot Great fire of London	The Iron Man, Ted Hughes The Egyptian Cinderella, Shirley Climo Ancient Egypt	Here We Are by Oliver Jeffers Weslandia by Paul Fleischman Cloudbusting by Malorie Blackman Little Ships by Louise Borden World War II	Topic: Journeys The Adventures of Odysseus Africa is not a Country	You are Awedsome-Matthew Syed Poetry: The Highwayman-Alfred Noyes Poet- Maya Angelou
Spring	Transport Traditional tales	The magic bed- John Burningham Topic- Guy Fawkes Topic - Transport	The secret of rain, David Conway Hotel flamingo, Alex Milway	Escape from Pompeii, Christina Balit The ice bear, Jackie Morris Polar Regions	Beowulf by Michael Morpurgo Odd and the Frost Giant by Neil Gaman Norse Myths Anglo-Saxons and Vikings	Topic: Home Coming to England by Floella Benjamin This Morning I met a Whale by Michael Morpurgo	Short film: The Guardian advert- The Three Little Pigs The Arrival/The Island The Maya

Summer	We are explorers Under the sea	Topic- Pirates	The secret of Black Rock, Jo Stanton	The Journey The miraculous journey of Edward Tulane The Romans	The Great Kapok tree, Lynne Cherry Gregory Cool by Caroline Binch Rainforest and St Lucia Geography unit	Topic: Identity The Diver's Daughter by Patrice Laurence	Romeo and Juliet-Shakespeare Short story: I used to live here once- Jean Rhys Autobiography
Skills	EYFS	Y1	Y2	Y3	Y4	Y5	Y6

READING

Every classroom in St Winifred's has a well-stocked reading area, and we work hard to ensure that children can see themselves reflected in the books they read. In our English curriculum, we subscribe to the Centre for Literacy in Primary Education (the CLPE) who, in 2020, commissioned the first UK study looking at diversity in children's literature, Reflecting Realities Research . Our Research and Publications (clpe.org.uk)

"A third of children in the UK do not see themselves in the books they read, according to a survey of almost 60,000 children and young people by the National Literacy Trust.

The responses from 58,346 children and young people aged nine to 18 were gathered between January and mid-March, in what the NLT is calling the first large-scale exploration of diversity in children's books that focuses on children's own experiences.

The research found that 33% of children did not see themselves in what they read, with the proportion increasing to 40% of children from ethnic minority backgrounds, and to 46% of children from black ethnic backgrounds. Just 31% of children from white backgrounds struggled to find books where characters looked like them.

The resulting report, Seeing Yourself in What You Read, follows recent research from the Centre for Literacy in Primary Education, which found that the proportion of British children's books featuring a black, Asian or minority ethnic main character had increased to 5% in 2019, from just 1% in 2017.

"The struggle to find characters who look similar, or share similar characteristics or circumstances, can impact a child's engagement with reading and its lifelong benefits," said the NLT. "Just one book a child really connects with can spark a love of reading which can change their life story and help them to succeed in school and in life."

According to the new research, a child's socioeconomic circumstances affect their ability to see themselves in books, with 37.3% of children receiving free school meals saying they did not recognise themselves in what they read, compared with 31.9% who do not receive them.

Two-fifths of children surveyed said they would like to read more books with characters similar to them." **(The Guardian, December 2020)**

<p>Reading Word</p>	<p>Has some favourite stories, rhymes, songs, poems or jingles.</p> <p>Repeats words or phrases from familiar stories.</p> <p>Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.</p> <p>Recognises familiar words and signs such as own name and advertising logos.</p> <p>Looks at books independently.</p> <p>Continues a rhyming string.</p> <p>Hears and says the initial sound in words.</p> <p>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p>	<p>Children are taught phonics using the Letters and sounds programme (phase 2-5)</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</p> <p>Read common exception words,</p> <p>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</p> <p>Read words of more than one syllable</p> <p>Read words with contractions [for example, I'm, I'll,</p>	<p>Children are taught phonics using the Letters and sounds programme (recap phase 3-5)</p> <p>Begin phase 6</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</p> <p>read most words quickly and accurately, without overt sounding</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p>
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	<p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Begins to read words and simple sentences.</p>	<p>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>and blending, when they have been frequently encountered</p>				
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6

<p>Reading Comprehe nsion</p>		<p><u>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</u></p>	<p><u>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</u></p>	<p><u>Develop positive attitudes to reading and understanding of what they read by:</u></p>	<p><u>Develop positive attitudes to reading and understanding of what they read by:</u></p>	<p><u>Maintain positive attitudes to reading and understanding of what they read by:</u></p>	<p><u>Maintain positive attitudes to reading and understanding of what they read by:</u></p>
		<p>listening to and discussing a wide range of poems, stories and non-fiction</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 and retelling them</p> <p>recognising and joining in with predictable phrases</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</p> <p>Participate in discussion about what is read to them, taking</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>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>Using dictionaries to check the meaning of words that they have read</p> <p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>Discussing words and phrases that capture the reader's interest and imagination</p> <p>Recognising some different forms of poetry [for example, free verse, narrative poetry]</p>	<p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Using dictionaries to check the meaning of words that they have read</p> <p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>Identifying themes and conventions in a wide range of books</p> <p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>Discussing words and phrases that capture the reader's interest and imagination</p>	<p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>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</p> <p>Recommending books that they have read to their peers, giving reasons for their choices</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing</p> <p>Making comparisons within and across books</p>	<p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>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</p> <p>Recommending books that they have read to their peers, giving reasons for their choices</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing</p> <p>Making comparisons within and across books</p>

		<p>turns and listening to what others say</p> <p>Explain clearly their understanding of what is read to them.</p> <p><u>understand both the books that they can already read accurately and fluently and those that they listen to by:</u></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>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><u>understand both the books that they can already read accurately and fluently and those that they listen to by:</u></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>making inferences on the basis of what is being said and done</p> <p>answering and asking questions</p> <p>predicting what might happen on the basis of what has been read so far</p>	<p><u>Understand what they read, in books they can read independently, by:</u></p> <p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>Asking questions to improve their understanding of a text</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <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</p>	<p><u>Understand what they read, in books they can read independently, by:</u></p> <p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>Asking questions to improve their understanding of a text</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <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</p>	<p>Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p><u>Understand what they read by:</u></p> <p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>Asking questions to improve their understanding</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>Identifying how language, structure and</p>	<p>Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p><u>Understand what they read by:</u></p> <p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>Asking questions to improve their understanding</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>Identifying how language, structure and</p>
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			<p>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	<p>themselves, taking turns and listening to what others say.</p>	<p>themselves, taking turns and listening to what others say.</p>	<p>presentation contribute to meaning</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</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>presentation contribute to meaning</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Distinguish between statements of fact and opinion</p> <p>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>
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6

<p>Writing-handwriting</p> <p>All year groups use Penpals handwriting scheme (see Penpals handwriting scheme)</p>	<p>Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p>Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters, e.g. letters from their name.</p> <p>Shows a preference for a dominant hand.</p> <p>Begins to use anticlockwise movement and retrace vertical lines.</p> <p>Begins to form recognisable letters.</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</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' and to practise these.</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>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>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>	<ul style="list-style-type: none"> ▪ Write legibly, <u>fluently and with increasing speed by:</u> ▪ Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters <p>Choosing the writing implement that is best suited for a task</p>	<ul style="list-style-type: none"> ▪ Write legibly, <u>fluently and with increasing speed by:</u> ▪ Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters <p>Choosing the writing implement that is best suited for a task</p>
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6

<p>Writing-composition</p>	<p><u>Early Learning Goal</u> Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>	<p><u>Write sentences by:</u> saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p><u>Develop positive attitudes towards and stamina for writing by:</u> writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes <u>consider what they are going to write before beginning by:</u> Planning or saying out loud what they are going to write about Writing down ideas and/or key words, including new vocabulary Encapsulating what they want to say, sentence by sentence Make simple additions, revisions and corrections to their own writing by: Evaluating their writing with the teacher and other pupils</p>	<ul style="list-style-type: none"> ▪ <u>Plan their writing by:</u> ▪ 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 ▪ <u>Draft and write by:</u> ▪ Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See below) ▪ Organising paragraphs around a theme ▪ In narratives, creating settings, characters and plot ▪ In non-narrative material, using simple organisational devices [for 	<ul style="list-style-type: none"> ▪ <u>Plan their writing by:</u> ▪ 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 ▪ <u>Draft and write by:</u> ▪ Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See below) ▪ Organising paragraphs around a theme ▪ In narratives, creating settings, characters and plot ▪ In non-narrative material, using simple organisational 	<p><u>Plan their writing by:</u> Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Noting and developing initial ideas, drawing on reading and research where necessary In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <u>Draft and write by:</u> Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action Précising longer passages Using a wide range of devices to build</p>	<p><u>Plan their writing by:</u> Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Noting and developing initial ideas, drawing on reading and research where necessary In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <u>Draft and write by:</u> Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action Précising longer passages Using a wide range of devices to build</p>
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			<p>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</p> <p>Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>example, headings and sub-headings]</p> <ul style="list-style-type: none"> ▪ <u>Evaluate and edit by:</u> ▪ Assessing the effectiveness of their own and others' writing and suggesting improvements ▪ Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ▪ Proof-read for spelling and punctuation errors ▪ Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<p>devices [for example, headings and sub-headings]</p> <ul style="list-style-type: none"> ▪ <u>Evaluate and edit by:</u> ▪ Assessing the effectiveness of their own and others' writing and suggesting improvements ▪ Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ▪ Proof-read for spelling and punctuation errors ▪ Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<p>cohesion within and across paragraphs</p> <p>Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p><u>Evaluate and edit by:</u></p> <p>Assessing the effectiveness of their own and others' writing</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>Proof-read for spelling and punctuation errors</p>	<p>cohesion within and across paragraphs</p> <p>Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p><u>Evaluate and edit by:</u></p> <p>Assessing the effectiveness of their own and others' writing</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>Proof-read for spelling and punctuation errors</p>
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6

<p>Writing- Vocabulary, grammar and punctuation</p>	<p><u>Early Learning Goal</u> Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>	<p><u>Sentence</u> Words combine to make sentences, joining words and clauses using 'and'</p> <p><u>Text</u> Sequencing sentences to form short narratives</p> <p><u>Punctuation</u> Spaces to separate words, introduce capital letters, full stops, question marks and explanation marks to demark sentences, capital letters for names and I</p>	<p><u>Sentence</u> Subordination – when, if, that, because and coordination or, and, but. Expanded noun phrases for description and specification</p> <p>Understand how grammatical patterns in a sentence indicate its function as a statement, question, explanation or command</p> <p><u>Text</u> Correct choice and consistence use of present and past tense, progressive form of verbs in present and past to mark actions in progress</p> <p><u>Punctuation</u> Use of capital letters, full stops, question marks and exclamation marks to demark sentences, commas to separate items in a list, apostrophes to make missing letters and</p>	<p><u>Sentence:</u> Expressing time, place and cause using</p> <p>Conjunctions [for example, when, before, after, while, so, because], Adverbs [for example, then, next, soon, therefore] Prepositions [for example, before, after, during, in, because of]</p> <p><u>Text:</u> Introduction to paragraphs as a way to group related material. Headings and sub-headings to aid presentation. Use of the present perfect form of verbs instead of the simple past (<i>He has gone out to play</i> contrasted with <i>He went out to play</i>)</p> <p><u>Punctuation:</u> Introduction to inverted commas to punctuate direct speech.</p>	<p><u>Sentence:</u> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. The teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.]</p> <p><u>Text:</u> Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p><u>Punctuation:</u> Introduction to inverted commas to punctuate direct speech.</p>	<p><u>Sentence:</u> Relative clauses beginning with <i>who, which, where, when, whose</i>, that or an omitted pronoun Indicating degrees of possibility using adverbs (perhaps) or modal verbs (might)</p> <p><u>Text:</u> Devises to build cohesion within a paragraph (then, after) Linking ideas across paragraphs using adverbials of time (later), place (nearby) and number (secondly) or tense choices (<i>he had</i> seen her before)</p> <p><u>Punctuation:</u> Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity</p> <p><u>Terminology</u></p>	<p><u>Sentence:</u> Relative clauses beginning with <i>who, which, where, when, whose</i>, that or an omitted pronoun Indicating degrees of possibility using adverbs (perhaps) or modal verbs (might)</p> <p><u>Text:</u> Devises to build cohesion within a paragraph (then, after) Linking ideas across paragraphs using adverbials of time (later), place (nearby) and number (secondly) or tense choices (<i>he had</i> seen her before)</p> <p><u>Punctuation:</u> Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity</p> <p><u>Terminology</u></p>
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		<p><u>Terminology</u> Letter, capital letter, word, singular plural, sentence, punctuation, full stop, question mark, explanation mark</p> <p>See <i>The national curriculum in England – English Appendix 2: Vocabulary, grammar and punctuation</i> for further detail</p>	<p>singular possession in nouns</p> <p><u>Terminology</u> noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past and present), apostrophe, comma</p> <p>See <i>The national curriculum in England – English Appendix 2: Vocabulary, grammar and punctuation</i> for further detail</p>	<p><u>Terminology</u> ; adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or speech marks)</p> <p>See <i>The national curriculum in England – English Appendix 2: Vocabulary, grammar and punctuation</i> for further detail</p>	<p><u>Terminology</u> ; adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or speech marks)</p> <p>See <i>The national curriculum in England – English Appendix 2: Vocabulary, grammar and punctuation</i> for further detail</p>	<p>; modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p> <p>See <i>The national curriculum in England – English Appendix 2: Vocabulary, grammar and punctuation</i> for further detail</p>	<p>; modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p> <p>See <i>The national curriculum in England – English Appendix 2: Vocabulary, grammar and punctuation</i> for further detail</p>
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6

<p>Spelling</p>	<p>Phonics through Letters and sounds scheme of work (phase 2)</p>	<p>Revision of work from YR</p> <p>Phonics through Letters and sounds scheme of work (phase 3-5)</p> <p>Sounds – f, l, s, z, k, ff, ll, ss, zz, ck, nk, tch, v (at the end of a word –n have), ai, oi, ay, oy, a_e, e_e, i_e, o_e, u_e, ar, ee, ea, er, ir, ur, oo, oa, ou, ow, ue, ew, ie, igh, or, ore, aw, au, air, ear, are, ph, wh, y (words ending in y happy)</p> <p>Division of words into syllables, adding s and es to words for plurals</p> <p>adding ing, ed and er to verbs where no root change is needed, adding er and est to adjective where no change root change is needed, adding the prefix un, compound words, common exception words</p> <p><i>See The national curriculum in England – English Appendix 1: Spelling for further detail</i></p>	<p>Revision of work from YR and Y1</p> <p>Phonics through Letters and sounds scheme of work (phase 6)</p> <p>Sounds – dge, ge, g, s sound spelt c before e, i, and y, Kn and gn, wr, le, el, al, il, y at the end of words, al, all, o as in other, ey, the a after w and qu, or as in word, ar as in war, the s in television, tion</p> <p>Adding es to nouns and verbs, ending in y, adding ed, ing, er and est to a root word ending in y with a consonant before it, adding ing, ed, er, est and y to words of one syllable ending in a single consonant letter after a single vowel letter, suffixes ment, ness, ful, less and ly, contraction, possessive apostrophes for singular nouns, Homophones and near homophones, common exception words</p> <p><i>See The national curriculum in England – English Appendix 1:</i></p>	<p>Revision of work from Y1 and Y2</p> <p>Sounds- the 'y' as in myth, 'ou' as in young, '-sure' as in measure, '-ture' as in creature, '-sion' as in division, endings which sound like '-tion', '-sion', '-ssion' and '-cian' (alternative spellings), words with the sound spelt 'ch' i.e scheme, words with the sound spelt 'ch' i.e. machine, words ending with the sound spelt a 'g' and 'k' sound i.e league or antique, words with the 'sc' sound i.e. science, words with the sound spelt 'ei', 'eigh' or 'ey' i.e. vein, weigh, obey.</p> <p>Adding suffixes beginning with vowel letters to words of more than one syllable</p> <p>Prefixes: un—, dis—, mis—, in— (illegal, immature, irregular), Re—, sub—, inter—, super—, anti—, auto—</p> <p>Suffixes: —ation, —ly, —ous</p> <p>Possessive apostrophe with plural words</p>	<p>Revision of work from Y1 and Y2</p> <p>Sounds- the 'y' as in myth, 'ou' as in young, '-sure' as in measure, '-ture' as in creature, '-sion' as in division, endings which sound like '-tion', '-sion', '-ssion' and '-cian' (alternative spellings), words with the sound spelt 'ch' i.e scheme, words with the sound spelt 'ch' i.e. machine, words ending with the sound spelt a 'g' and 'k' sound i.e league or antique, words with the 'sc' sound i.e. science, words with the sound spelt 'ei', 'eigh' or 'ey' i.e. vein, weigh, obey.</p> <p>Adding suffixes beginning with vowel letters to words of more than one syllable</p> <p>Prefixes: un—, dis—, mis—, in— (illegal, immature, irregular), Re—, sub—, inter—, super—, anti—, auto—</p> <p>Suffixes: —ation, —ly, —ous</p> <p>Possessive apostrophe with plural words</p>	<p>Revision of work from previous years</p> <p>Sounds- words ending in '—cious' and '—tious' as in vicious and ambitious, words ending in '—cial', '—tial' as in official and essential, words ending in '—ant', '—ance' / '—ancy', '—ent', '—ence' / '—ency' and '—ation' (observant, tolerance, hesitancy, innocent, confidence, decency and expectation), words with the 'i' sound spelt ei after c as in deceive, words containing the letter string 'ough' as in ought, though and plough (note the different ways to say the sound), words with 'silent' letters i.e. doubt, lamb and knight.</p> <p>Homophones and other words that are often confused: advice/advise, device/devise, practise/practise.</p> <p><i>See The national curriculum in England – English Appendix 1: Spelling for further detail</i></p>	<p>Revision of work from previous years</p> <p>Sounds- words ending in '—cious' and '—tious' as in vicious and ambitious, words ending in '—cial', '—tial' as in official and essential, words ending in '—ant', '—ance' / '—ancy', '—ent', '—ence' / '—ency' and '—ation' (observant, tolerance, hesitancy, innocent, confidence, decency and expectation), words with the 'i' sound spelt ei after c as in deceive, words containing the letter string 'ough' as in ought, though and plough (note the different ways to say the sound), words with 'silent' letters i.e. doubt, lamb and knight.</p> <p>Homophones and other words that are often confused: advice/advise, device/devise, practise/practise.</p> <p><i>See The national curriculum in England – English Appendix 1: Spelling for further detail</i></p>
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			Spelling for further detail	Homophones and near homophones See <i>The national curriculum in England – English Appendix 1: Spelling</i> for further detail	Homophones and near homophones See <i>The national curriculum in England – English Appendix 1: Spelling</i> for further detail		
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Grammar objectives

Year	GRAMMAR Objectives	Example	Terminology
1	Using full stops and capital letters to demarcate sentences	We sailed to the land where the wild things are.	Sentence Word Letter Capital letter Full stop
1	Use capital letters for proper names	My name is Rosie and I have a dog called Woof.	Name Capital letter
1	Using 'and' to join sentences	Using 'and' to join sentences	Joining words
1	Using a question mark at the end of a sentence to indicate a question	Why did Max want to come home?	Question Question mark

1	Using an exclamation mark at the end of a sentence to indicate an exclamation	There was a terrible mess!	Exclamation Exclamation mark
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Year	GRAMMAR Objectives	Example	Terminology
2	Demarcate sentences using capital letters at the start and full stops, exclamation or question marks at the end.	The endangered animals we are looking at are: tigers, pandas, whales and cheetahs.	Sentence Capital letter Full stop Question mark Exclamation mark
2	Use commas in making lists	The endangered animals we are looking at are: tigers, pandas, whales and cheetahs.	comm a
2	Use adjectives to describe nouns	The wild tiger, the black bear and the swimming whale.	N o u n A d j e c t i v e

2	<p>Use conjunctions to join ideas in longer sentences</p> <p>Co-ordination: using 'and', 'or' and 'but' (Compound)</p> <p>Subordination: using 'when', 'where', 'if', 'that' and 'because' (Complex)</p>	<p>Children need to start using compound and complex sentences in their writing:</p> <p>When the tiger came to tea, he ate up all the food and drank up all the water.</p> <p>If another tiger comes to tea, we have some tins of tiger-food.</p>	
2	<p>Use and distinguish past and present text</p>	<p>In a story it is often past tense: The tiger went to the cupboard and took out all the tins. He drank up all the water in the tap.</p> <p>In a description of something which is true now, it is present tense. My favourite colour is red. I like playing princesses and magic games best.</p>	<p>V e r b T e n s e P a s t P r e s e n t</p>
2	<p>Use adjectival phrases to describe nouns</p>	<p>The tiger that came to tea was lovely and gentle.</p>	

2	Use apostrophes for contracted forms - relate this to differences between spoken & written English	Encourage children to write speech in a realistic way, e.g. I don't want to come home!	Apostrophe
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Year	GRAMMAR Objectives	Example	Terminology
3	Recognise simple sentences and begin to recognise compound and complex sentences	Encourage children to extend their sentences using joining words (conjunctions). They can join simple sentences (clauses) The boat arrived late and the man walked down the gangway. They can add a subordinate clause to a sentence When the rain stopped, the girls went back to the playground.	Sentence Conjunction
3	Use and recognise nouns, adjectives and adjectival phrases	Explain what a noun is, and how an adjective or adjectival phrase can modify the noun: Mrs Coles' house was noisy, loud and messy. Peter and Poppy, who were my age, looked after me very nicely.	Noun Adjective
3	Use powerful verbs Introduce the idea of a verb	Explain the concept of a verb and encourage children to use powerful verbs in their writing Not: I went out of the room but I stormed out of the room ... or I plodded out of the room I crept out of the room...	Verb
3	Introduce the idea of tense in verbs	Explain the concept of a verb and help children to recognise these. They also relate the tense of verbs used to the type of writing. E.g. narrative is usually past tense, description can be present tense. She ran along the road and saw the robber vanishing down a trapdoor. My friend has red hair, blue eyes and is always telling jokes.	Verb Past tense Present tense
3	Use dialogue in narrative or in drama	Start by relating speech bubbles to speech marks. Make sure what is inside the speech bubble (marks) is what we or the characters SAY. "I'm hungry!" yelled the big, bad wolf. "Give me some FOOD!"	Inverted commas or speech marks Direct speech

3	<p>Extend the range of sentences with more than one clause.</p> <p>Co-ordination: using 'and', 'or' and 'but' (compound)</p> <p>Subordination: using a wider range of conjunctions to add subordinate clauses (complex).</p>	<p>Extend children's use of longer sentences in their writing, so they frequently use sentences with at least one subordinate clause.</p> <p>Use joining words (conjunctions) such as: and, or, but, if, when, where, because, so, although, etc.</p>	Conjunction Clause
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Year	Grammar Objectives	Examples	Terminology
4	Use adverbs to modify verbs	<p>Children need to understand that we can not only say that something is done or happened, but also HOW.</p> <p>She went off happily to see her granny.</p> <p>He kicked the ball furiously into the wall.</p>	Adverb
4	Use conjunctions to express time or cause	<p>Extend children's use of complex sentences by encouraging them to think about how, when, where or why something was done or happened.</p> <p>Dad tripped on the stairs because the cat was lying there.</p> <p>When the film was over, we all went and had a meal.</p> <p>He was certainly still angry so the dogs thought it best to keep out of his sight for a while.</p>	Conjunction Clause Sentence Subordinate clause
4	Use prepositions to express time and place	<p>Help children make their writing more interesting by using prepositional phrases.</p> <p>With a heavy heart, the princess put the frog back in the pond.</p> <p>He kicked the ball right over the wall.</p>	Preposition Phrase

4	Person - understanding that writing can be third or first person	Children need to become aware that writing can be 'She did this...' or 'I did this...'. We can write in the 3rd or the 1st person. The dog wandered down the street looking for cats and food. I wandered down the street looking for my dog.	Verb
4	Use adverbs and adverbials (prepositional phrases which act as adverbs)	Extend children's understanding of adverbs, showing them how to use a phrase to say HOW something is done or HOW it happened. He spoke crossly and in a loud voice to all the children. The dog ran with the lead in its mouth, down the street.	Adverb
4	Use commas after or before phrases and clauses	Introduce the idea of a 'short pause' which does not merit a new sentence but does require a comma. Show chn how we can use commas before or after phrases or clauses. After the door slammed, the class sat in total silence. As light as a bird, the glider disappeared into the clouds.	Comma
Year	Grammar Objectives	Examples	Terminology
4	Pronouns - using pronouns to avoid repetition or ambiguity and to add clarity and cohesion	Encourage children to use pronouns to help them make sense and be clear: 1. Avoid repetition: While Sam watched the TV programme. Sam finished making his Lego spaceship. 2. Avoid ambiguity: Mary wanted to help her granny and she was feeling very tired. 3. Add to the cohesion: When she went to bed, Mog was feeling rather full of milk and cat food.	Pronoun

4	Use dialogue in narrative or in drama, emphasising the differences between spoken and written speech.	Extend children's use of dialogue, consolidating the use of speech punctuation and ensuring that what is in the speech marks is what is SAID, not what might be written. E.g. We can use contracted forms, and we can use slang... "Give me a break," sneered Tom, "You can't expect me to believe that!" "Ger'off, you're hurting me," Sam told his younger brother.	Inverted commas or speech marks Direct speech
4	Use the possessive apostrophe	Use for singular and plural nouns. Joanna's temper was rising fast. He really wanted his brother's football shirt. All the dogs' dinners had been stolen.	Apostrophe
4	Use fronted adverbials	Extend children's use of adverbs by encouraging them to start their sentences with an adverbial. In total silence, the children tiptoed along the corridor. Without blinking, Max stared into all their yellow eyes.	Adverbial Phrase

Year	GRAMMAR Objectives	Example	Terminology
5	Use a wide range of conjunctions to create compound and complex sentences	Consolidate children's use of 'and', 'but' and 'or' to write compound sentences and their use of other conjunctions to create complex sentences with subordinate clauses.	Conjunction Complex sentence

			Compound sentence
5	Use relative clauses beginning with 'who', 'which', 'where', 'why' or 'whose'	Extend children's use and knowledge of subordinate clauses.	Relative clause Relative pronoun
5	Use commas to clarify meaning or avoid ambiguity	Encourage children to read their work for sense and meaning, and to punctuate short pauses with commas.	Comma
5	Use adverbials of time, place and number to link ideas across paragraphs	Encourage children to use paragraphs to break up their writing and to link ideas using words such as 'Earlier...' or 'Nearby...' or 'Secondly...'. They can also use phrases in the same way: 'Later on...' or 'Far away...'. Help children to see that brackets, dashes and commas can all be used to indicate parenthesis In the museum, the toys (always the most popular exhibit) are on display as you enter the hall. In the museum, the dinosaur - first seen from the stairs - is the largest exhibit they possess. In the museum, the fossils, never easy to display, have lights behind them.	Adverbial
5	Use brackets, dashes or commas to indicate parenthesis	Help children to see that brackets, dashes and commas can all be used to indicate parenthesis In the museum, the toys (always the most popular exhibit) are on display as you enter the hall. In the museum, the dinosaur - first seen from the stairs - is the largest exhibit they possess. In the museum, the fossils, never easy to display, have lights behind them.	Bracket Dash Comma Parenthesis
5	Recognise the difference between direct and indirect speech and relate to differences between informal and formal speech structures	Chn need to turn direct speech into indirect speech and recognise how the writing becomes more formal. "I'll never admit that you're better than Arsenal," Fred growled as the Man U supporter tightened the headlock. Turns into: Fred refused to admit that Arsenal was inferior to Manchester United, even though the supporter had him in a headlock.	
5	Use apostrophes correctly	Consolidate correct use of apostrophes: 1. To indicate possession in singular or plural nouns: The dog's tail, cats' eyes, ..	Apostrophe Contraction

		2. To indicate a contraction - taking the place of missing letter(s) I'm, don't, ...	
5	Use modal verbs to indicate degrees of possibility	Show children how we can have a hierarchy of possibility using modal verbs: I may go to my granny's. I might go to my granny's. I should go to my granny's. I will go to my granny's. I must go to my granny's.	Modal verb
5	Y5/Y6 Use dialogue, recognise differences between spoken and written speech (contractions)	Consolidate children's use of dialogue, including use of speech punctuation Stress differences between spoken and written speech. E.g. Contracted forms, and slang.. "Give me a break," sneered Tom, "You can't expect me to believe that!" "Ger'off, you're hurting me," Sam told his younger brother.	Inverted commas or speech marks Direct speech

Year	Grammar Objectives	Examples	Terminology
6	Use a wide range of conjunctions to create compound and complex sentences	Consolidate children's use of 'and', 'but' and 'or' to write compound sentences and their use of other conjunctions to create complex sentences with subordinate clauses.	Conjunction Complex sentence Compound sentence

6	Use full stops, commas, exclamation marks, speech marks and question marks to punctuate sentences correctly.	<p>Help children use punctuation correctly:</p> <ul style="list-style-type: none"> • Full stops, question marks for questions and exclamation marks for exclamations. • Speech marks for dialogue, with capital letters and full stops or exclamation/question marks as appropriate. • commas for pauses within sentences 	<p>Full stop Comma Exclamation mark Question mark</p>
6	Use a wide range of adjectives and adjectival phrases, adverbs, adverbials and prepositional phrases to add description and elaboration to writing.	Consolidate children's use of description to enable them to express themselves in interesting ways.	<p>Noun Adjective Verb Adverb Phrase Preposition</p>
6	Use expanded noun phrases to convey complicated information concisely	<p>The blue and white salts left in the basin can be placed in a jar for safe-keeping.</p> <p>The herd of deer we saw earlier have returned to the hillside. (A good test of a noun phrase is that the whole thing can be replaced by a pronoun.)</p>	<p>Noun Phrase</p>
6	Use semi-colons or dashes	<p>Show children how we can use a semi-colon to indicate a pause longer than a comma and we can use a dash to indicate a further thought.</p> <p>The woolly mammoth was thought to have died out after the ice-age; the weather became too hot for them to survive.</p> <p>Simon absolutely refused to apologise - he was convinced he had done nothing wrong.</p>	<p>Semi-colon Dash</p>
Year	Grammar Objectives	Examples	Terminology

6	Distinguish between informal and formal vocabulary and sentence structures	<p>Encourage chn to see how we can use speech structures in informal writing and appropriate structures such as the subjunctive in formal writing. E.g.</p> <p>He really gave that his best shot didn't he? [Informal speech structure] She is really not going to change her mind, is she? [Informal speech structure]</p> <p>If I were you, I would go and say sorry to Jimmy. [Subjunctive] If the planet were to warm more than 3^o, scientists think that much of the UK would be under the sea. [Subjunctive]</p>	
6	Use bullet points and punctuate correctly	Encourage children to use bullet points in non-fiction writing.	Bullet points Semi-colon
6	Use colons and semi-colons in punctuating bullet points	<p>New playground rules:</p> <ul style="list-style-type: none"> • No running in the quiet area; • No football except on the pitch • Hoops, skipping ropes and Frisbees to be returned to the big basket; and • No food in the sitting area. 	Colon
6	Use hyphens to avoid ambiguity	<p>Help children to see that a hyphen can change the meaning: 'man-eating shark' is different from 'man eating shark' 'cat-hating woman' is different from 'cat hating woman' 're-cover' is different from 'recover'</p>	Hyphen
6	Use passive voice to present information in an objective way	<p>Demonstrate to children how we can describe an incident without saying who did it! Show children how the passive voice helps us to report something without allocating responsibility.</p> <p>The window was broken by a football being kicked through it. The kittens were placed on the doorstep of the orphanage. John was punched in the chest.</p>	Passive voice