



Intent

- For pupils to be able to read, write, spell, speak and listen at age appropriate levels and following age related expectations.
- For pupils to be exposed to a variety of literature, genres and authors.
- For pupils to write for a variety of purposes and audiences; clearly, accurately and coherently, adapting their language and style as required.
- For pupils to read and write daily; English skills being reinforced through the delivery of a broad and balanced curriculum.
- For pupils to be confident when writing and read easily, fluently and with good understanding, and with enjoyment of both.
- For pupils to develop an understanding of grammar, punctuation, spelling and linguistic conventions and word origins, and to acquire a wide vocabulary and to use these appropriately.
- For pupils to develop a love of reading for pleasure, as well as for information, by reading widely and often.
- To become enthusiastic and critical readers.
- Through the study of English, pupils will develop imagination, inventiveness and creativity.
- For pupils to acquire strategies to enable them to become independent learners in English (spelling rules and patterns and how to tackle unfamiliar words when reading) and to acquire the strategies to allow them to self monitor and correct.
- For pupils to enter into discussion and to present their ideas to each other by talking, being able to elaborate and explain themselves clearly, give presentations and participate in debates.
- For pupils to listen to others, respond appropriately and ask suitable questions to extend their understanding.
- Pupils to take pride in their handwriting and presentation, and present their work to a high standard.
- For English to be inclusive, with all pupils developing and improving their skills.

Implementation						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Handwriting						
<p>Write recognisable letters, most of which are correctly formed.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p>	<p>Sit correctly at a table and hold a pencil correctly.</p> <p>Hold a pencil with an effective grip.</p> <p>Form lower-case letters correctly – starting and finishing in the right place, going the right way round, correctly oriented.</p> <p>Form digits 0-9 correctly.</p> <p>Practise forming letters in handwriting families: - ‘Long ladders’ – i, j, l, t, u, - ‘One armed robots’ – b, h, m, n p, r - ‘Curly caterpillars’ – c, a, d, e, g, o, q, f, s - Zig-zag letters – k, v, w, x, y, z</p> <p>Have clear ascenders (‘tall letters’) and descenders (‘tails’).</p> <p>Form capital letters correctly.</p>	<p>Form lower-case letters of the correct size relative to one another.</p> <p>Orientate capital letters correctly.</p> <p>Use capital letters appropriately e.g. not always writing A as a capital, not using capitals within words.</p> <p>Write capital letters and digits of the correct size relative to one another and to lower case letters.</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>Use spacing between words which reflects the size of the letters.</p>	<p>Form and use the four basic handwriting joins.</p> <p>Write legibly.</p>	<p>Use a joined style throughout their independent writing.</p> <p>Write with consistency in size and proportion of letters, e.g. by ensuring that the down strokes 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>Write fluently using a joined style as appropriate for independent writing.</p> <p>Choose when it is appropriate to print (lower case or upper case) rather than to join writing e.g. printing for labelling a scientific diagram or data, filling in a form, writing an e mail address</p>	<p>Write, using a joined style, with increasing speed.</p> <p>Choose the writing implement that is best suited for a task e.g. pencil for quick notes, handwriting pen for letters, marker pens for posters.</p>

Composition - Planning

To invent and recount narratives and stories with peers and teachers.

Orally plan and rehearse ideas.

Sequence ideas and events in narrative.

Sequence ideas and events in non-fiction.

Use familiar plots for structuring the opening, middle and end of their stories.

Plan and discuss what to write about e.g. story mapping, collecting new vocabulary, key words and ideas.

Read and analyse narrative, non-fiction and poetry in order to plan and write their own versions.

Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.

Discuss and record ideas for planning using a range of formats, e.g. chunking a plot, story maps, flow charts, boxing up.

Read and analyse narrative, non-fiction and poetry in order to plan their own versions.

Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.

Discuss and record ideas for planning e.g. story mountain, text map, non-fiction bridge, story board, boxing-up text types to create a plan.

Identify the audience and purpose.

Select the appropriate language and structures.

Use similar writing models.

Note and develop ideas.

Draw on reading and research.

Think how authors develop characters and settings (in books, films and performances).

Identify audience and purpose.

Choose appropriate text-form and type for all writing.

Select the appropriate structure, vocabulary and grammar.

Draw on similar writing models, reading and research.

Compare how authors develop characters and settings (in books, films and performances).

Use a range of planning approaches e.g. storyboard, story mountain, discussion group, post-it notes, ICT story planning.

Composition – Drafting and Writing

<p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>Orally compose every sentence before writing.</p> <p>Re-read every sentence to check it makes sense.</p> <p>Compose and sequence their own sentences to write short narratives.</p> <p>Compose and sequence their own sentences to write short non-fiction texts, e.g. recounts, information texts, instructions.</p> <p>Use formulaic phrases to open and close texts. Write in different forms with simple text type features e.g. instructions, narratives, recounts, poems, information texts</p>	<p>Orally rehearse each sentence prior to writing.</p> <p>Develop a positive attitude to writing.</p> <p>Develop stamina for writing in order to write at length.</p> <p>Write about real and fictional events.</p> <p>Write simple poems based on models.</p> <p>Make simple notes from non-fiction texts, e.g. highlighting and noting key words.</p> <p>Use specific text type features to write for a range of audiences and purposes e.g. to instruct, inform, entertain, explain, discuss, persuade</p>	<p>Create and develop settings for narrative.</p> <p>Create and develop characters for narrative.</p> <p>Improvise, create and write dialogue.</p> <p>Create and develop plots based on a model.</p> <p>Generate and select from vocabulary banks e.g. noun phrases, powerful verbs, technical language, synonyms for said appropriate to text type.</p> <p>Use different sentence structures.</p> <p>Group related material into paragraphs.</p> <p>Use headings and sub headings to organise information.</p>	<p>Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense.</p> <p>Plan and write an opening paragraph which combines setting and character/s.</p> <p>Improvise and compose dialogue, demonstrating their understanding of Standard and non-Standard English.</p> <p>Generate and select from vocabulary banks e.g. adverbial phrases, technical language, persuasive phrases and alliteration.</p> <p>Use different sentence structures.</p> <p>Use paragraphs to organise writing in fiction and nonfiction texts.</p> <p>Use organisational devices in non-fiction writing, e.g. captions,</p>	<p>Select appropriate structure, vocabulary and grammar.</p> <p>Blend action, dialogue and description within and across paragraphs.</p> <p>Use different sentence structures with increasing control.</p> <p>Use devices to build cohesion.</p> <p>Use organisation and presentational devices e.g. underlining, bullet points, headings</p>	<p>Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.</p> <p>Select appropriate register for formal and informal purposes.</p> <p>Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action.</p> <p>Consciously control the use of different sentence structures for effect.</p> <p>Use a wide range of devices to build cohesion within and across paragraphs.</p> <p>Deviate narrative from linear or chronological sequence e.g. flashbacks, simultaneous actions, time-shifts.</p>
---	--	---	---	---	---	--

				<p><i>text boxes, diagram, lists.</i></p> <p><i>Link ideas across paragraphs using fronted adverbials for when and where e.g. Several hours later..., Back at home...</i></p>		<p><i>Combine text-types to create hybrid texts e.g. persuasive speech.</i></p> <p><i>Evaluate, select and use a range of organisation and presentational devices to structure text for different purposes and audiences.</i></p> <p><i>Find examples of where authors have broken conventions to achieve specific effects and use similar techniques in own writing – e.g. repeated use of ‘and’ to convey tedium, one word sentence.</i></p> <p><i>Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. rhetorical questions, direct address to the reader.</i></p> <p><i>Use active and passive voice to achieve intended effects e.g. formal reports, explanations and mystery narrative.</i></p>
--	--	--	--	---	--	---

Composition – Evaluating and Editing

	<p>Discuss their writing with adults and peers.</p>	<p>Edit and improve own writing in relation to audience and purpose.</p> <p>Evaluate their writing with adults and peers.</p> <p>Proofread to check for errors in spelling, grammar and punctuation.</p> <p>Proofread to check for correct form of verbs within sentences, e.g. correcting he walking to the shop to he walked to the shop.</p>	<p>Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.</p> <p>Discuss and propose changes with partners and in small groups. Improve writing in the light of evaluation</p>	<p>Proofread to check for errors in spelling, grammar and punctuation.</p> <p>Discuss and propose changes to own and others' writing with partners/small groups. Improve writing in light of evaluation.</p>	<p>Assess the effectiveness of own and others' writing in relation to audience and purpose.</p> <p>Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</p> <p>Ensure consistent and correct use of tense throughout a piece of writing.</p> <p>Ensure consistent subject and verb agreement.</p> <p>Proofread for spelling and punctuation errors.</p>	<p>Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning.</p> <p>Proof read for grammatical, spelling and punctuation errors</p>
--	---	---	--	--	---	--

Composition – Performing						
<p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Invent, adapt and recount narratives and stories with their peers and their teacher.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</p>	<p>Read aloud their writing audibly to adults and peers.</p>	<p>Read aloud their writing with intonation to make the meaning clear.</p>	<p>Use appropriate intonation, tone and volume to present their writing to a group or class.</p>	<p>Use appropriate intonation, tone and volume to present their writing to a range of audiences.</p>	<p>Use appropriate intonation and volume.</p> <p>Add movement.</p> <p>Ensure meaning is clear.</p>	<p>Use appropriate and effective intonation and volume.</p> <p>Add gesture and movement to enhance meaning.</p> <p>Encourage and take account of audience engagement.</p>
Punctuation and Grammar – Word						
<p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>	<p>Plural noun suffixes +s and es</p> <p>Adding suffixes to verbs where there is no change to the route verb.</p> <p>Helped, helper, helping</p> <p>Adding the prefix -un to verbs and adjectives and how this changes the meaning.</p> <p>+ing +ed +er +un</p>	<p>Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman]</p> <p>Formation of adjectives using suffixes such as -ful, -less</p> <p>Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs.</p>	<p>Formation of nouns using a range of prefixes</p> <p>Super</p> <p>Auto</p> <p>Anti</p> <p>Use of forms a and an</p> <p>Word families based on common words, showing how words are related in form and meaning.</p>	<p>Grammatical difference between plural and possessive 's'</p> <p>Standard forms for verb inflections instead of local spoken forms</p> <p>We were/we was I did/ I done</p>	<p>Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]</p> <p>Verb prefixes [for example, dis-, de-, mis-, over- and re-]</p>	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing.</p> <p>How words are related by meaning as synonyms and antonyms.</p>

Punctuation and Grammar – Sentence

<p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>Writing simple sentences that can be read by others.</p>	<p>How words can combine to make sentences.</p> <p>Joining words and joining clauses using and.</p> <p>Extend range of joining words to link words and clauses using but and or.</p>	<p>Subordination (when, if, that, because) and coordination (or, and, but)</p> <p>Expanded Noun Phrases for description and specification</p> <p>How the grammatical patterns in a sentence indicate function as a statement, question, exclamation or command.</p>	<p>Express time, place and cause using conjunctions.</p> <p><i>When Before After While So Because</i></p> <p>Adverbs</p> <p><i>Then Next Soon Therefore</i></p> <p>Or prepositions</p> <p><i>Before After During In Because of</i></p>	<p>Noun Phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p>Fronted Adverbials</p> <p>Identify, select and use determiners including:</p> <ul style="list-style-type: none"> - articles: a/an, the - demonstratives : this/that; these/those - possessives: my/your/his/her/its/ours/their - quantifiers: some, any, no, many, much. 	<p>Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs or modal verbs.</p> <p>Explore, collect and use adverbs to indicate degrees of possibility</p>	<p>Use of passive to affect the presentation of information in a sentence.</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing.</p> <p>Explore, collect and use examples of the perfect form of verbs to mark relationships of time and cause</p> <p>Identify the subject and object of a sentence.</p> <p>Explore, collect and use subjunctive forms for formal speech and writing.</p>
---	--	---	--	--	--	---

Punctuation and Grammar - Text

Write simple phrases and sentences that can be read by others.

Sequencing sentences to form short narratives

Correct choice and consistent use of present tense and past tense throughout writing

Use of the progressive form of verbs in the present and past tense to mark actions in progress

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

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

Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]

Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]

Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g adverbials and ellipsis.

Layout devices
Headings, subheadings, columns, bullets or tables to structure text.

Punctuation and Grammar – Punctuation

<p>Beginning to use finger spaces.</p>	<p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p>	<p>Introduction to inverted commas to punctuate direct speech</p>	<p>Use on inverted commas and other punctuation to indicate direct speech.</p> <p>Apostrophes to mark plural possession</p> <p>Use of commas after fronted adverbials.</p>	<p>Brackets, dashes or commas to indicate parenthesis.</p> <p>Use commas to clarify meaning or avoid ambiguity.</p>	<p>Use of the semi-colon, colon and dash to mark the boundary between.</p> <p>Use of the colon to introduce a list and use of semicolons within lists.</p> <p>How hyphens can be used to avoid ambiguity.</p> <p>Bullet points to list information.</p>
--	--	---	---	--	---	---

Terminology

	<p>letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</p>	<p>noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p>	<p>preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</p>	<p>determiner pronoun, possessive pronoun adverbial</p>	<p>modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</p>	<p>subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points</p>
--	---	---	--	---	--	--

Spelling

<p>Phase 2 is I the put pull full as and has his her go no to into she push he of we me be</p> <p>Phase 3 was you they my by all are sure pure</p> <p>Phase 4 said so have like some come love do were here little says there when what one out today</p>	<p>Phase 5 their people oh your Mr Mrs Ms ask could would should our house mouse water want any many again who whole where two school call different thought through friend work once laugh because eye busy beautiful pretty hour move improve parents shoe</p>	<p>Following the No Nonsense Spelling Programme, pupils should be taught to:</p> <ul style="list-style-type: none"> • develop a range of personal strategies for learning new and irregular words • develop a range of personal strategies for spelling at the point of composition • develop a range of strategies for checking and proofreading spellings after writing <p>Pupils should be taught to spell by</p> <ul style="list-style-type: none"> • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which one or more spellings are already known, and learning some words with each spelling, including a few common homophones • learning to spell 	<p>Following the No Nonsense Spelling Programme, pupils should be taught to:</p> <ul style="list-style-type: none"> • develop a range of personal strategies for learning new and irregular words • develop a range of personal strategies for spelling at the point of composition • develop a range of strategies for checking and proofreading spellings after writing • use further prefixes and suffixes and understand how to add them. • spell further homophones • spell words that are often misspelt. • 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 • proofread for spelling errors. 	<p>Following the No Nonsense Spelling Programme, pupils should be taught to:</p> <ul style="list-style-type: none"> • develop a range of personal strategies for learning new and irregular words • develop a range of personal strategies for spelling at the point of composition • develop a range of strategies for checking and proof reading spellings after writing • use further prefixes and suffixes and understand the guidance for adding them • spell some words with 'silent' letters (for example, knight, psalm, solemn) • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically • use dictionaries to check the spelling and meaning of words • use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus • proofread for spelling errors.
---	--	--	---	---

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
- adding suffixes to spell longer words, for example, '-ment', '-ful', '-less', '-ly'
- applying spelling rules and guidelines, as listed in English Appendix 1
- writing from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Reading – Word Reading

<p>Read decodable HFWS sight words (list1) (e.g. a an as at if in).</p> <p>Read decodable HFWS sight words (list2) (e.g. will that this then them).</p> <p>Read common irregular words (tricky) from Phase 2 (e.g. the to no go to).</p> <p>Read common irregular words (tricky words) from Phase 3 (e.g. he she we me be was you they all are my her).</p> <p>Read some common irregular words (tricky) from Phase 4 (e.g. said like have so).</p> <p>Distinguish between a word, a letter and a space. Read simple sentences.</p>	<p>Read aloud books consistent with developing phonics knowledge.</p> <p>Apply phonics knowledge and skills as route to decode words. Respond speedily with correct sound to grapheme for the 44 phonemes.</p> <p>Recognise and use different ways of pronouncing same grapheme.</p> <p>Read accurately by blending sounds in unfamiliar words.</p> <p>Read common exception words.</p> <p>Read words containing <i>-s, -es, -ing, -ed, -er, -est</i> endings.</p> <p>Split two and three syllable words into the separate syllables to support blending for reading.</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 books to build up fluency and confidence in word reading.</p> <p>Read frequently encountered words quickly and accurately without overt sounding and blending.</p> <p>Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.</p> <p>Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. <i>shoulder, roundabout, grouping</i>.</p>	<p>Read books at an age appropriate interest level.</p> <p>Use knowledge of root words to understand meanings of words.</p> <p>Use prefixes to understand meanings e.g. <i>un-, dis-, mis-, re-, pre-, im-, in-</i>.</p> <p>Use suffixes to understand meanings e.g. <i>-ly, -ous</i>.</p> <p>Read and understand words from the Year 3 list (selected from the statutory Year 3/4 word list)</p>	<p>Read books at an age appropriate interest level.</p> <p>Use knowledge of root words to understand meanings e.g. <i>in-, ir-, sub-, inter-, super-, anti-, auto-</i>.</p> <p>Use suffixes to understand meanings e.g. <i>-ation, -tion, -ssion, -cian, -sion</i>.</p> <p>Read and understand words from the Year 4 list (selected from the statutory Year 3/4 word list).</p>	<p>Read books at an age appropriate interest level.</p> <p>Use knowledge of root words to understand meanings e.g. <i>-ant, -ance, -ancy, -ent, ence, -ency, -ible, -able, -ibly, -ably</i>.</p> <p>Read and understand words from the Year 5 list (selected from the statutory Year 5/6 word list)</p>	<p>Read books at an age appropriate Interest level.</p> <p>Work out unfamiliar words by focusing on all letters in the word, e.g. not reading <i>invitation</i> for <i>imitation</i>.</p> <p>Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. <i>un+happy+ness, dis+repute+able, dis+respect+ful, re+engage+ment</i>.</p> <p>Use suffixes to understand meanings e.g. <i>-cious, -tious, -tial, -cial</i>.</p> <p>Read and understand words from the Year 6 list (selected from the statutory Year 5/6 word list)</p> <p>Use etymology to help the pronunciation of</p>
---	---	--	---	---	---	--

<p>Recognise some capital and lowercase letters.</p>	<p>Read words with contractions e.g. <i>I'm, I'll, we'll</i> and understand that the apostrophe represents the omitted letter.</p> <p>Develop fluency, accuracy and confidence by re-reading books.</p> <p>Read more challenging texts using phonics and common exception word recognition.</p>	<p>Read longer and less familiar texts independently.</p> <p>Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent.</p> <p>Work out unfamiliar words by focusing on all letters in the word, e.g. not reading <i>place</i> for <i>palace</i>.</p> <p>Read words containing common suffixes e.g. <i>-ness, -ment, -ful, -less -ly, -ing, -ed, -er, -est, -y</i>.</p> <p>Read further common exception words, noting tricky parts (see below).</p>				<p>new words e.g. <i>chef, chalet, machine, brochure</i> – French in origin.</p>
--	---	---	--	--	--	--

Reading – Comprehension

<p>Listen attentively to a story at the appropriate interest level.</p> <p>Recite simple rhymes, songs and poems.</p> <p>Differentiate between text and illustrations.</p> <p>Understand that print conveys meaning.</p> <p>Hold a book correctly and turn pages from front to back and recognise front and back cover.</p> <p>Know that in English print is read from left to right and top to bottom.</p> <p>Use picture clues to help read a simple text.</p> <p>Predict storyline (e.g. the ending and some vocabulary, aided by illustrations).</p> <p>Talk about events, settings and characters.</p>	<p>Listen to and discuss a range of texts at a level beyond that at which they can read independently, including stories, non-fiction and poems.</p> <p>Relate texts to own experiences.</p> <p>Recognise and join in with language patterns and repetition.</p> <p>Use patterns and repetition to support oral retelling.</p> <p>Orally retell familiar stories in a range of contexts e.g. <i>small world, role play, storytelling.</i></p> <p>Enjoy and recite rhymes and poems by heart.</p> <p>Make personal reading choices and explain reasons for choices.</p> <p>Introduce and discuss key vocabulary, linking</p>	<p>Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories, non-fiction, and contemporary and classic poetry.</p> <p>Orally retell a wider range of stories, fairy tales and traditional tales.</p> <p>Sequence and discuss the main events in stories and recounts.</p> <p>Read a range of non-fiction texts which are structured in different ways, including information, explanations, instructions, recounts, reports.</p> <p>Recognise the use of repetitive language within a text or poem (e.g. <i>run, run as fast as you can</i>) and across</p>	<p>Listen to and discuss a range of fiction, poetry, plays and non-fiction, e.g. <i>fables, fairy tales, classic poetry, shape poetry, non-chronological reports, explanations.</i></p> <p>Regularly listen to whole novels read aloud by the teacher.</p> <p>Read a range of non-fiction texts, e.g. <i>information, discussion, explanation, biography and persuasion.</i></p> <p>Read books and texts for a range of purposes e.g. <i>enjoyment, research, skills development, reference.</i></p> <p>Recognise some different forms of poetry e.g. <i>narrative, calligrams, shape poems.</i></p> <p>Sequence and discuss the main events in stories.</p>	<p>Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms e.g. <i>fairy tales, folk tales, classic poetry, kennings, advertisements, formal speeches, magazines, electronic texts.</i></p> <p>Regularly listen to whole novels read aloud by the teacher.</p> <p>Read books and texts, which are structured in different ways, for a range of purposes and respond in a variety of ways.</p> <p>Learn a range of poems by heart and rehearse for performance.</p> <p>Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action.</p> <p>Orally retell a range of stories, including less</p>	<p>Listen to and discuss a range of fiction, poetry and non-fiction which they might not choose to read themselves.</p> <p>Regularly listen to whole novels read aloud by the teacher from an increasing range of authors.</p> <p>Recommend books to their peers with reasons for choices.</p> <p>Read books and texts that are structured in different ways for a range of purposes.</p> <p>Express preferences about a wider range of books including modern fiction, traditional stories, myths and legends.</p> <p>Learn a wider range of poems by heart.</p> <p>Prepare poems and play scripts to read aloud and perform, showing understanding</p>	<p>Listen to, read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction.</p> <p>Regularly listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves.</p> <p>Independently read longer texts with sustained stamina and interest.</p> <p>Recommend books to their peers with detailed reasons for their opinions.</p> <p>Express preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures.</p> <p>Learn a wider range of poems by heart.</p>
---	---	--	--	---	--	--

<p>Retell narratives in the correct sequence, drawing on the language patterns of stories.</p> <p>Respond to questions about who, what, where, when linked to text and illustrations.</p> <p>Sequence a simple story or event.</p> <p>Use gestures and actions to act out a story, event or rhyme from text or illustrations.</p> <p>Make predictions based on illustrations, story content and title.</p> <p>Respond to questions about how and why something is happening. Say what a character might be thinking, saying or feeling.</p> <p>Say how they feel about stories and poems.</p> <p>Recall the main points in text in the correct sequence.</p>	<p>meanings of new words to those already known. Activate prior knowledge e.g. <i>what do you know about minibeasts?</i></p> <p>Check that texts make sense while reading and self-correct.</p> <p>Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.</p> <p>Give opinions and support with reasons e.g. <i>I like the Little Red Hen because she...</i></p> <p>Explain clearly their understanding of what is read to them.</p> <p>Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how.</p>	<p>texts (e.g. <i>long, long ago in a land far away...</i>).</p> <p>Learn and recite a range of poems using appropriate intonation.</p> <p>Make personal reading choices and explain reasons for choices.</p> <p>Identify, discuss and collect favourite words and phrases.</p> <p>Introduce and discuss words within the context of a text, linking new meanings to known vocabulary.</p> <p>Use morphology to work out the meaning of unfamiliar words e.g. <i>terror, terrorised</i>.</p> <p>Uses tone and intonation when reading aloud.</p> <p>Activate prior knowledge and raise questions e.g. <i>What do we know? What do we want to know? What have we learned?</i></p>	<p>Orally retell a range of stories, including less familiar fairy stories, fables and folk tales e.g. <i>Grimm's Fairy Tales</i>.</p> <p>Identify and discuss themes e.g. <i>good over evil, weak and strong, wise and foolish, mean and generous, rich and poor</i>.</p> <p>Identify and discuss conventions e.g. <i>numbers three and seven in fairy tales, magical sentence repeated several times</i>.</p> <p>Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action.</p> <p>Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination.</p>	<p>familiar fairy stories, myths and legends.</p> <p>Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. <i>metaphors, similes</i>.</p> <p>Explain the meaning of key vocabulary within the context of the text.</p> <p>Use dictionaries to check meanings of words in the texts that they read.</p> <p>Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</p> <p>Make predictions based on information stated and implied.</p> <p>Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking,</p>	<p>through intonation, tone, volume and action so the meaning is clear to an audience.</p> <p>Understanding texts they read independently and those which are read to them.</p> <p>Explain the meaning of words within the context of the text.</p> <p>Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</p> <p>Check that the book makes sense to them and demonstrate understanding e.g. <i>through discussion, use of reading journals</i>.</p> <p>Demonstrate active reading strategies e.g. <i>generating questions to refine thinking, noting thoughts in a reading journal</i>.</p>	<p>Prepare poems and play scripts to read aloud and perform using dramatic effects.</p> <p>Understanding texts they read independently and those which are read to them.</p> <p>Explain the meaning of new vocabulary within the context of the text.</p> <p>Demonstrate active reading strategies e.g. <i>challenging peers with questions, justifying opinions, responding to different viewpoints within a group</i>.</p> <p>Use a reading journal to record on-going reflections and responses to personal reading.</p> <p>Explore texts in groups and deepen comprehension through discussion.</p>
--	--	--	---	--	---	---

<p>Use the structure of a simple story when re-enacting and re-telling.</p> <p>Talk about the themes of simple texts, (e.g. good over evil).</p> <p>Act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.).</p>	<p>Identify and discuss the main events in stories.</p> <p>Identify and discuss the main characters in stories.</p> <p>Recall specific information in fiction and non-fiction texts.</p> <p>Locate parts of text that give particular information, e.g. titles, contents page and labelled diagram.</p> <p>Discuss the title and how it relates to the events in the whole story.</p> <p>Make basic inferences about what is being said and done.</p> <p>Make predictions based on what has been read so far.</p> <p>Listen to what others say.</p> <p>Take turns.</p>	<p>Check that texts make sense while reading and self-correct.</p> <p>Demonstrate understanding of fiction and non-fiction texts by asking and answering <i>who, what, where, when, why, how</i> questions.</p> <p>Explain and discuss their understanding, giving opinions and supporting with reasons e.g. <i>Hansel was clever when he put stones in his pocket because...</i></p> <p>Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.</p> <p>Make inferences about characters and events using evidence from the text e.g. <i>what is the character thinking, saying and feeling?</i></p>	<p>Explain the meaning of unfamiliar words by using the context.</p> <p>Use dictionaries to check meanings of words they have read.</p> <p>Use intonation, tone and volume when reading aloud.</p> <p>Take note of punctuation when reading aloud.</p> <p>Discuss their understanding of the text.</p> <p>Raise questions during the reading process to deepen understanding e.g. <i>I wonder why the character.</i></p> <p>Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text.</p> <p>Make predictions based on details stated.</p>	<p>modifying questions, constructing images.</p> <p>Justify responses to the text using the PE prompt (Point + Evidence).</p> <p>Identify, analyse and discuss themes e.g. <i>safe and dangerous, just and unjust, origins of the earth, its people and animals.</i></p> <p>Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.</p> <p>Identify main ideas drawn from more than one paragraph and summarise these e.g. <i>character is evil because...1/2/3 reasons, Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text.</i></p> <p>Analyse and evaluate texts looking at</p>	<p>Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence.</p> <p>Predict what might happen from information stated and implied.</p> <p>Through close reading of the text, re-read and read ahead to locate clues to support understanding.</p> <p>Explore themes within and across texts e.g. <i>loss, heroism, friendship.</i></p> <p>Make comparisons within a text e.g. characters' viewpoints of same events.</p> <p>Distinguish between statements of fact and opinion within a text.</p> <p>Scan for key words and text mark to locate key information.</p>	<p>Provide reasoned justifications for their views.</p> <p>Justify opinions and elaborate by referring to the text e.g. using the PEE prompt – Point + Evidence + Explanation.</p> <p>Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. Point + Evidence + Explanation.</p> <p>Predict what might happen from information stated and implied.</p> <p>Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text.</p> <p>Make comparisons within and across texts e.g. similar events in different books such as being an evacuee in</p>
---	--	---	---	--	--	---

		<p>Make predictions based on what has been read so far.</p> <p>Identify how specific information is organised within a non-fiction text e.g. <i>sub-headings, contents, bullet points, glossary, diagrams.</i></p> <p>Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts.</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Make contributions in whole class and group discussion.</p> <p>Consider other points of view.</p> <p>Listen and respond to contributions from others.</p>	<p>Justify responses to the text using the PE prompt (Point + Evidence).</p> <p>Discuss the purpose of paragraphs.</p> <p>Identify a key idea in a paragraph.</p> <p>Analyse and evaluate texts looking at language, structure and presentation e.g. <i>persuasive letter, diary and calligram etc.</i></p> <p>Prepare for research by identifying what is already known about the subject and key questions to structure the task.</p> <p>Evaluate how specific information is organised within a non-fiction text e.g. <i>text boxes, contents, bullet points, glossary, diagrams.</i></p> <p>Quickly appraise a text to evaluate usefulness.</p>	<p>language, structure and presentation and how these contribute to meaning.</p> <p>Recognise and analyse different forms of poetry e.g. <i>haiku, limericks, kennings.</i></p> <p>Prepare for research by identifying what is already known about the subject and key questions to structure the task.</p> <p>Navigate texts, e.g. using contents and index pages, in order to locate and retrieve information in print and on screen.</p> <p>Record information from a range of non-fiction texts.</p> <p>Scan for dates, numbers and names.</p> <p>Analyse and evaluate how specific information is organised within a non-fiction text e.g. <i>text boxes,</i></p>	<p>Summarise main ideas drawn from more than one paragraph and identify key details which support this.</p> <p>Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt - Point + Evidence + Explanation.</p> <p>Analyse the conventions of different types of writing e.g. <i>use of first person in autobiographies and diaries.</i></p> <p>Identify how language, structure and presentation contribute to meaning e.g. <i>formal letter, informal diary, persuasive speech.</i></p> <p>Evaluating the impact of the author's use of language.</p> <p>Explore, recognise and use the terms metaphor, simile, imagery.</p>	<p>Carrie's War and Goodnight Mr Tom.</p> <p>Compare characters within and across texts. Compare texts written in different periods.</p> <p>Recognise themes within and across texts e.g. <i>hope, peace, fortune, survival.</i></p> <p>Distinguish between statements of fact and opinion across a range of texts e.g. first-hand account of an event compared with a reported example such as Samuel Pepys' diary and a history textbook.</p> <p>Skim for gist.</p> <p>Scan for key information e.g. <i>identify words and phrases which tell you the character is frustrated, or find words/phrases which suggest that a theme park is exciting.</i></p>
--	--	--	---	--	--	---

			<p>Navigate texts in print and on screen.</p> <p>Record information from a range of non-fiction texts.</p> <p>Participate in discussion about what is read to them and books they have read independently.</p> <p>Develop and agree on rules for effective discussion.</p> <p>Take turns and listen to what others say.</p> <p>Make and respond to contributions in a variety of group situations e.g. whole class, pairs, guided groups, book circles.</p>	<p><i>sub-headings, contents, bullet points, glossary, diagrams.</i></p> <p>Explain how paragraphs are used to order or build up ideas, and how they are linked.</p> <p>Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say.</p> <p>Develop, agree on and evaluate rules for effective discussion.</p> <p>Make and respond to contributions in a variety of group situations e.g. whole class, independent reading groups, book circles.</p>	<p>Explain the effect on the reader of the authors' choice of language.</p> <p>Participating in discussion and debate</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.</p> <p>Prepare formal presentations individually or in groups.</p> <p>Use notes to support presentation of information.</p> <p>Respond to questions generated by a presentation.</p>	<p>Use a combination of skimming, scanning and close reading across a text to locate specific detail.</p> <p>Retrieve, record, make notes and present information from non-fiction, including texts used in other subjects.</p> <p>Analyse the conventions of different types of writing e.g. use of dialogue to indicate geographical and/or historical settings for a story.</p> <p>Identify how language, structure and presentation contribute to meaning e.g. persuasive leaflet, balanced argument.</p> <p>Evaluating the impact of the author's use of language.</p> <p>Explore, recognise and use the terms personification, analogy, style and effect.</p> <p>Explain the effect on the reader of the</p>
--	--	--	---	---	---	--

					<p><i>Participate in debates on an issue related to reading (fiction or non-fiction).</i></p>	<p><i>author's choice of language and reasons why the author may have selected these words, phrases and techniques.</i></p> <p><i>Participating in discussion and debate</i></p> <p><i>Participate in discussions about books, building on their own and others' ideas and challenging views courteously.</i></p> <p><i>Explain and discuss their understanding of what they have read, including through formal presentations and debates.</i></p> <p><i>Prepare formal presentations individually or in groups.</i></p> <p><i>Use notes to support presentation of information.</i></p> <p><i>Respond to questions generated by a presentation.</i></p>
--	--	--	--	--	---	---

						<p><i>Participate in debates on issues related to reading (fiction/non-fiction).</i></p>
--	--	--	--	--	--	--

Impact

- Pupils enjoy reading regularly, for information and for enjoyment/pleasure.
- Pupils discuss books with excitement and interest.
- Pupils enjoy writing and use the features of different genres and styles. They can write for different purposes and audiences.
- Pupils are proud of their writing.
- Pupils know that others value their writing; they see it on display, used as WAGOLLS and made into class books.
- Skills progress (grammar and punctuation) throughout the school is evident in children's books.
- Pupils develop and demonstrate the strategies and skills needed to be independent readers and writers.
- Pupils are being adventurous with vocabulary choices.
- Pupils enjoy reading regularly, for information and for enjoyment/pleasure.
- Pupils discuss books with excitement and interest.
- Pupils enjoy writing and use the features of different genres and styles. They can write for different purposes and audiences.
- Pupils are proud of their writing.
- Pupils know that others value their writing; they see it on display, used as WAGOLLS and made into class books.
- Skills progress (grammar and punctuation) throughout the school is evident in children's books.
- Pupils develop and demonstrate the strategies and skills needed to be independent readers and writers.
- Pupils are being adventurous with vocabulary choices.
- Writing across the curriculum is the same standard as in English books.
- There is evidence of a clear teaching sequence in books; 1. reading and responding phase 2. reading and analysing phase 3. gathering content phase 4. planning 5. writing phase 6. scaffolded outcome 7. independent outcome
- A range of genres are taught across the school (progressing in difficulty) resulting in pupils being exposed to, and knowledgeable about, literary styles, authors and genres. They can express preferences and give opinions, supported by evidence, about different texts.
- Regular verbal feedback and 'next steps' marking provides positive support and directs the pupil on their next steps to improve their writing.
- Pupils respond to feedback.
- Pupils use classroom resources to support their learning.
- Pupils' presentation is of a high standard through following the school's handwriting policy.
- Teachers moderate pupils work in school and in cluster meetings with other schools to ensure accurate assessments are made.
- Pupil progress meetings with SLT and teachers each term ensure group and individual progress is monitored and interventions organised to support progress.